THE DEBATER'S MAGAZINE

A Quarterly Journal of Debate and Speech Activities

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MARCH, 1947

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VOL. III No. 1

Debate and Discussion--Rivals or Allies

By CARROLL P. LAHMAN
Albion College, Albion, Michigan

Paper presented at the Convention of the Speech Association of America, Chicago, January 1, 1947

PROF. CARROLL P. LAHMAN
Albion College, Michigan

THE QUESTION that my topic poses would probably not receive a uniform answer if submitted to vote by the readers of this article, for college and university speech teachers hold sharply divergent views as to the nature and place of these two approaches to controversial questions[1]. I shall reserve my own answer until later.

Let it be understood at the outset that my purpose here is not to enter into an exhaustive consideration of the great variety of out-of-school situations where debate and discussion may be used and are being used today, but rather to consider them as college activities For purposes of brevity and clarity I shall also limit myself to questions of policy as being the most productive and the most commonly used.

Probably the best way to start is with a definition or two. By *debate* is meant the competitive presentation by opposing individuals or teams of the evidence and arguments for and against a given course of action, to the end that hearers may decide one way or the other. By *discussion* is meant the cooperative consideration by a group, be it large or small, of a problem with a view to finding a mutually satisfactory solution. There may or may not be an audience.

Such wording highlights the difference in these two forms of discourse. It may be profitable to examine some of these differences more in detail.

1. In procedure, group discussion, with the possible exception of the symposium, is less formal than at least conventional debate with its rigid time limits and "constructive" and rebuttal speeches.

2. The subject for discussion is usually worded as a question, whereas debate requires an expressed judgment

1. See Wayne N. Thompson, "Discussion and Debate: a Re-examination", Quarterly Journal of Speech, XXX (1944), 288-299, and rejoinder by Hugo E. Hellman, "Debating Is Debating — and Should Be", ibid., XXXI (1945), 295-300.

in the form of a proposition. In its annual panel discussion festival this year the Michigan Intercollegiate Speech League used this wording: "To what extent should labor share in the management of industry?" as contrasted with the national debate proposition: "Resolved, that labor should be given a direct share in the management of industry." If the true objective, non-competitive discussion attitude is to be attained, it is preferable to phrase discussion questions so that they cannot be answered simply Yes or No.

3. In debate the team is the unit, with the individual members assisting each other in accordance with a prearranged team case. Careful advance planning and preparation are likewise a *sine qua non* of good discussion, but instead of consistent, persistent teamwork, the individual, the unit in discussion, must center his attention on cooperative outcomes and must merge himself and his contributions in the group.

4. Debate is bilateral; discussion is multilateral. In debate we are concerned with adopting or rejecting a proposed course of action: outlawing jurisdictional strikes, abolishing the United Nations veto power, establishing peacetime military training. In discussing these same general subjects we are concerned with the problem and wish to find the best possible solution but not necessarily to the extent of outlawry, abolition, or full-scale establishment.

In this bilaterality of debate lie both strength and weakness[2]. Unlike the usual discussion, where there is inadequate time to give careful consideration to a variety of possible solutions, a debate makes possible, if not an exhaustive, at least a much more nearly complete, appraisal of the pro's and con's of one such solution[3].

On the other hand, such concentration on one aspect of a subject represents an over-simplification of the situation. Perhaps no one solution is the answer, but rather a combination, with modifications, of several. Even the presentation of a counter-plan by the negative means a choice *in toto* between only two alternatives.

5. In discussion the participants start with a problem and together try to find the most satisfactory solution by reflective thinking. Debaters, presumably having arrived at the affirmative or negative position by a process approximating that of discussion, try to present it as clearly, fairly, and *persuasively* as possible.

6. The essence of group discussion rightly understood and conducted is cooperation, marked by open-mindedness and a willingness both to yield on one's own position and to accept others' ideas. Even in intercollegiate discussion the contest element, except on an individual-excellence basis, is largely eliminated.

Debate, of course, is inherently competitive and, even if no formal "decision" is rendered by judge or audience, is still a contest. Dr. Wayne Thompson, arguing for a new philosophy of debate, insists that, rightly viewed, debate is not persuasion but rather a cooperative technique for presenting both sides of a given problem-solution so that listeners may make a fair decision regarding the solution. He also opposes the idea that debate is a game[4].

Many of us who cannot go the whole way with Professor Thompson can agree that debating at its best is more than a game and that there the contest element is held within the limits of honest handling of facts and arguments. With what result? With the result that listeners are afforded an understanding of a public question that enables them better to make a wise choice in their civic attitudes and actions. Many a debate would be improved by greater flexibility and willingness to concede arguments that are clearly the opposition's. A good debate is at the same time a game, a contest, and an illuminating balanced discussion of a living question.

7. To the statement of this final difference I venture with some trepidation. May I preface it with a quotation from Professor Richard Murphy of the University of Illinois? In an article entitled "Speech for the Masses", he says this: "Eloquence as an incidental and ennobling element rather than eloquence as the prime concern of human discourse should be our aim. To achieve that aim we need training in plain ways for plain people, and the development of a more critical audience."[5]

"Plain ways for plain people." Does debate tend to train leaders and advocates too exclusively? Does group discussion offer wider possibilities for training the many? Of course we need training for both leaders and rank-and-file, but if there is a significant difference here, I believe that speech teachers should carefully consider it in terms of its implications for a dynamic democracy.

Such are some of the differences between college debate and discussion, differences in philosophy and in method. Along with these differences go likenesses, likenesses so significant that when the balance is cast up it is clear that debate and discussion have more that unite than divide them. A quick inventory reveals these characteristics that they have in common:

1. Neither is easy. Both require careful preparation of content and training in method. Both may be poorly done. Consequently it is unfair to compare a good specimen of one with a poor specimen of the other.

Discussion enthusiasts, it seems to me, not infrequently offend in this regard, contrasting the ideal panel or symposium-forum with the too common inexpert, disorganized, over-contentious debate. Discussion, too, may be, and often is, short on facts and long on opinion,

2. Dr. Thompson maintains in loc. cit. that in a true debate there is no place for a counter plan on the part of the negative. I question if many forensic directors will agree, for even here, in terms of the affirmative proposal, the debate is still bilateral.

3. The so-called discussion progression, originated at the University of Denver, circumvents the time limitations on discussion by elaborating it into several "stages" in the course of which various solutions are rather carefully discussed. See Elwood Murray, "The Discussion Progression", **The Speaker** of Tau Kappa Alpha, Vol. XXIV, No. 1, Nov. 1939, pp. 18-21; "The Forensic Experience Progression", **The Gavel** of Delta Sigma Rho, Vol. 20, May 1938, pp. 56-58; McBurney and Hance, **The Principles and Methods of Discussion**, 1939, pp. 337-342.

4. In loc. cit. see also "A Broader Philosophy for Debaters", **The Gavel**, Vol. 27, May 1945, pp. 52-53, 57.

5. "Speech for the Masses", **The Gavel**, Vol. 28, Jan. 1946, p. 21.

rambling on to a consensus that is such only in name. Its very informality and absence of rules that govern debate are an invitation, too frequently accepted, to inadequate preparation and formless procedure[6].

Do not misunderstand me as defending debate and attacking discussion in this connection. Good debate and good discussion are alike the goal of participants and directors. The weaknesses that these speech forms share constitute a double challenge to classroom teachers and forensic coaches.

2. Discussion and debate are alike in that they are both methods rather than ends. Their methods differ, but they have the common ends of investigating problems and finding the truth and of giving training to the individual student as a functioning citizen in a democracy. If these ends are kept clearly in view, many of the weaknesses and abuses that plague discussion and debate in college and elsewhere will be on the way to elimination.

3. Both of these forms of discourse we are considering are tried and tested procedures for the consideration of controversial questions by large and small groups in a democratic society. Organization committees, P.-T. A. panels, union grievance committees, radio debates and roundtables, state legislatures, the United States Congress, the United Nations—all employ debate and discussion in varying forms and degrees. In these groups today's college students will one day function. They need the best training possible in these techniques for making their maximum contribution.

And not only in after-college days. They need it for class and campus activities as undergraduates. Hence training for the greatest possible number. Personally, I would go even further. It is my conviction that college undergraduates, especially in appearances before off-campus audiences, can make a real contribution to public understanding and wise action on current questions. Although they admittedly are not great authorities on labor relations or international affairs, they have prepared relevant facts and arguments that are illuminating and stimulating. If they have some real convictions, so much the better. College is more than preparation for life; it is life. Too little has our democracy harnessed the abilities and enthusiasms of its youth. Too much have we relegated them to the sidelines of community, state, and national affairs and then wonder why they show so little interest in later years. We need not go totalitarian to correct this weakness of unharnessed youthful energies. Here in the field of public debate and discussion is a place for college students to take hold[7].

4. A final characteristic common to debate and discussion, and probably the most important of all, is that both give significantly valuable training to the individual participant[8].

Need I particularize? Both train in sound reasoning, respect for and honest use of facts, intelligent and intelligible organization of material, an attitude of open-mindedness and fair play, skill in motivated communicative speaking. The speech style of debate tends to be somewhat more "public" and formal than that of discussion, but basically, if both types are properly understood, they are the same. Because these observations are addressed to speech people, enlargement on this matter of training for the individual would seem to be laboring the obvious.

I have delayed the answer to my title question long enough. Are debate and discussion rivals or allies? Are Russia and the United States rivals or allies? Would you agree that they can be either, depending on the wisdom shown by the leaders of both nations? The same is true, in my judgment, of debate and discussion. In the hands of nationalistic teachers and directors they can be bitter rivals, with atomic arguments and counter-arguments creating widespread discord. In the hands of internationally minded directors they can each make their contribution, supplementing and complementing each other in a strengthened, vital forensic family of nations.

Debate aims at the making of decisions on problem solutions. Shall we adopt or reject compulsory arbitration of labor disputes? Shall we adopt or reject a single six-year Presidential term? Debate squads that were handled in a truly educational, deliberative manner used group discussion and lots of it long before discussion as a special technique was heard of. How else arrive at contentions, case, and issues? Particularly in the investigation and analysis phases of debate is discussion, formalized or otherwise, invaluable[9].

In Michigan we regularly have our intercollegiate discussion meet in the fall, followed by debates and the state tournament in January and February. The use of the same general subject, worded differently for the two activities as illustrated above, proves to be a happy arrangement. Although, as already emphasized, discussion is not easy and requires careful preparation for good performance, it is easier for shy, inexperienced boys and girls to start with it than with debate. Even the most experienced debaters derive great benefit from the discussion approach to the subject later to be debated.

Evidence of the complementary nature of the two activities and of the value directors find in both is seen in the numerous successful experiments to combine the two techniques[10]. Prominent among these are the parlia-

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6. See Wayne N. Thompson, "How Easy Is Discussion?" The Debater's Magazine, Vol. II, No. 2 (Sept. 1944), pp. 186-188.

7. A particularly appealing feature of the discussion progression, already referred to, is the fact that the last stage concerns itself with the question of what the individual student-citizen can do in a practical way on his campus and outside to make effectual the solution arrived at. This translation of talk into action is something vitally needed today throughout college life in general.

8. See Rupert Cortright, "A Balanced Forensic Program", The Gavel, Vol. 27, Jan. 1945, pp. 22-23, 29.

9. See William M. Sattler, "Some Values of Discussion in the Investigation and Analysis Phases of Debate", The Gavel, Vol. 25, March-May 1943, pp. 54-55, 68.

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Forensic Preparation in Action*

By W. A. DAHLBERG**
University of Oregon

THE SCIENTIFIC poll is a twentieth century phenomenon. The Gallup and Roper polls and the door to door questionnaire methods, though still highly experimental, have demonstrated to the world the unlimited possibilities that can derive from such samplings of public opinion when they are properly directed.

Industrialists, and leaders generally, pay great respect and generous sums of money to reputable pollsters for proper guidance, knowing it to be one sure way of checking the public's disposition. Candidate X has learned that when the 'barometric' polls read 48 points for him and 52 points for candidate Y and at the same time specifically tells why the latter is favored, he, X, would do well to re-cast his position accordingly.

Whether we rejoice or grow sad in the contemplation of the growth of this industry we cannot escape the fact that it is here to stay and that it will become increasingful meaningful to those who aspire to positions of leadership. All of us will have access to the stories and forecasts that these investigators will tell and whether the information so gathered is used for base or noble purposes will be determined by the realism with which good men accept and use it. I cannot agree with those who feel that this type of data will always play into the hands of opportunists, or that it will tend to discourage the right-minded. As a matter of fact, it should, as never before, be a help-meet to many who in past years have not had the time to provide the information for themselves. Too, it proves more clearly than ever that men who aspire to positions of leadership must, if they are to succeed, acquaint themselves with the thoughts, feelings and prejudices of their clients and constituencies.

It is certainly true that unless the well trained men and women of our Universities and Colleges are willing to understand and adapt their spoken and written thoughts and feelings to society's level of acceptance, no acceptance will follow and we certainly should not postpone all action until the happy day when every American, Russian, or Patagonian is thoroughly intellectual and objective in his response to another's plea. Or

> "When every worm-like creature
> Becomes a butter-fly."

There are men of fine intellect and sterling character in the speech profession who, by their actions at least, frown upon the use of any appeal which does not move directly from mind to mind, cold, factual, and unadorned. Their premise seems to be that personal interest, prejudice, and subjective attitudes need not cling to men's thoughts and that they can be appealed to in the light of pure reason. We would do better, I believe, to go along with Benjamin Kidd when he says,

> "It is clearly evident that science of creating and transmitting public opinion under the influence of collective emotions is about to become the principal science of civilization, to the mastery of which all governments and all powerful interests will in the future address themselves with every resource at their command. The immature imaginings of the past about the place of reason in the world will be put aside. Civilization has its origin, has its existence, and has the cause of its progress in the Emotion of the Ideal."

The place of the teacher of Speech in this area of study is certainly apparent. He has, not only an excellent opportunity to make a distinctive contribution, but, more important, I believe, is the observation that he has a definite social and moral obligation to do so. Someone has the solemn responsibility of training young men and women to serve as intelligent interpreters—of the world's finest ideas and ideals, of training them as liaison agents to the end that the scholars' efforts are made acceptable to the general public. The scholars, as a rule, have not bothered and will not bother themselves outside of their studies and laboratories. The public has not and apparently cannot come to the scholar. Instead, they have been content to dispose of him as a dreamer, a theorist, a tenant of the "Ivory Tower", and have gone their way with the men who talked their language. All of which, may account, in some measure, for the recurring grief and agony which the human race has suffered. While it is well to heed Raymond B. Fosdik's statement that "the colleges have the task of preserving the treasures of the spirit which we hold in trust from the past for the benefits of the generations to come", I also think we should add that we have the additional task of interpreting those treasures for the great masses of people who cannot or will not accept them unrelated to the experiences of their everyday lives.

The men and women who become interpreters—or serve as middle men between the scholars on the one hand and the proletariat on the other must be great writers and speakers. It is for just such service that we train our students and I would for one define a great speaker as one who held the following credentials:

1. He must have a strong interest in, and a genuine, sympathetic regard for the social betterment of all men.

*Resume of a speech given at the Spring Convention of the Western Association of teachers of speech.
**Reprinted from Western Speech by permission of the author.

2. He must be an avid reader of all that is good in literature.

3. He must have a lively imagination coupled with great skill in drawing sound inferences from the data which he accumulates from the store-houses of the world's knowledge.

4. And, finally, if he is to exercise any positive influence in the society of which he is a part, he must be able to use those techniques which, as Lew Sarett says, "are best designed to get his messages into the minds and under the ribs of his listeners." That means that he must not only know the conditions and principles that impel men to action but he must also be a master in their application.

It is only upon the last of these that I wish to dwell for I believe that we have much yet to explore, much more to do if students are to be given an adequate measure of instruction in the field of applied persuasion.

Watching the scene from the west coast I cannot escape the feeling that forensic activities are becoming increasingly sterile. Small armies of debaters move from one school to another to pay their entry fees for tournament participation. With incredible efficiency—they are paired off as teams—assigned empty classrooms—where they charge and counter-charge under rule of watch and gavel. One, two, three days of this and then the judges pool their scores and winners are declared. Not the slightest attention is paid to an audience. It is enough that "they have spoken". I shall not argue whether such a program has value for the student. It certainly does. He gains freedom in expression, he learns something of order and sequence, he learns how to detect fallacies—if not his own then those of his adversary, and he learns much else. But he is after all a college student whose formal education is about to end and I contend that he be advanced a step above the high school level of practice and achievement.

Isn't it possible for us to arrange a program in which he can learn all that he now learns in tournament debating and get something besides? Why can't he discuss problems that are vital to the area in which he lives? Why can't he always have real audiences charged with self-interest, with all the cross currents of emotionality, prejudice, doubt, and fear? Why not so set the stage that every time he speaks he has the dual problem of speaking what he thinks to be right and doing so in a manner that is acceptable to those whose judgment he cannot ultimately escape? From long experience with such a program in the State of Oregon, I have become impressed with the extremely slow and gradual process by which students learn the art of acceptable speaking. Most of them are idealists. As such they are prone to say what they think to be true without much regard for the sensibilities of the audience. Or, if they are sensitive, they seem unable to make that fact known. We saw that happen time and again when we took our stand against the Townsend Old Age Pension proposal before several grange and civic audiences. Again, when we discussed the Oregon Milk Control Board, County Reorganization, The District Schools, and Bonneville Power. Patiently and painstakingly we sought to fit the ideas and expressions of the speaker to the subjective convictions and interests of the audience and not until the students involved had had many and varied experiences did we begin to notice much change for the better.

I said that we worked patiently and painstakingly. Among other things, we did the following:

1. Two of us joined the state grange that we might better understand the inner workings of that organization and more accurately appraise the positions from which its members viewed the whole social and political scene.

2. Through the services of our Municipal Research Department we secured detailed information on many of the municipalities of the State, information about their church denominations and membership, tax policies, type and size of industries with all attendant problems, city ordinances, utility services, school organization, etc.

3. We had long talks with students from various communities and rural areas in the state with a view to approximating the thinking and the idiosyncracies of the people in those areas.

4. We learned, over a period of years, what the people of the state thought of the University and university students.

5. And from alumni organizations we gathered information that threw more light on the problem.

All of this information, and more, we carefully filed until now we are reasonably well informed on what we must do and what we must not do if we hope to get a reasonably favorable response to our talks. Moreover, no student should ever be allowed to feel that he can blithely disregard the responsibility of evaluating his speech situations for unless he does, no understanding can result. And above all he should be given every available opportunity to meet with and talk to live audiences.

In the national polls we see this challenge accepted on a large scale. National leaders are no longer trying to beat their way into public acceptance. The psychologists have taught them that people are moved to action by forces that often operate below the level of reason, that they have sensibilities, that much of their behavior is pure rationalization, and that the right appeal to impelling motives results in action. Wisely they have concluded, if that is the way people prove themselves to be people then that is the manner in which they must be approached. To do less is to be a bit naive. To do that much is the moral obligation of all who teach and all who wish to be leaders.

Forensic Action in Preparation

By WADE RUBY, *Pepperdine College*

(A reply to the foregoing article by Prof. W. A. Dahlberg, of the University of Oregon)

In *Western Speech*, October, 1946, appears an article by W. A. Dahlberg, entitled "Forensic Preparation in Action". Dahlberg makes the following statement: "Watching the scene from the West Coast I cannot escape the feeling that forensic activities are becoming increasingly sterile."

As a forensic director who took relatively large squads to five tournaments last year and who spent many extra-curricular hours reading and hearing orations, hearing and criticizing debates and speeches, I was led to re-evaluate the forensics experiences of my squad during the school year 1945-46. Had my small army of debaters merely moved "from one school to another to pay their entry fee for the tournament participation", so that they could "charge and countercharge under rule of watch and gavel"? When the tournament was over, was it really "enough that they had spoken"?

For weeks this fall I prepared a lower-division squad for the Compton and the Western States Tournaments. During these weeks of careful and intimate training and advising speakers, Dahlberg's statement repeatedly came into my mind; and during this period I was made to see that Dahlberg, like so many others, has overlooked what is possibly one of the major functions of a forensic meet.

After all, debaters do not travel, as November 23 and 24 they did, from Los Angeles, and Denver, and Linfield to San Francisco just to charge and counter-charge in vacant rooms, or to deliver three or four times an oration which they could deliver on their own campuses. The spirit of competition, thoroughly natural in healthy human beings and productive of higher efficiency, gives to an individual contestant, a team, and a squad a zest and an enthusiasm seldom found in a non-competitive educational setting. The motivation supplied by tournaments has not been duly emphasized by forensics leaders and has not been duly evaluated by those who minimize the worth of tournament activity.

On our college campuses track men don their sweat suits and spikes early in the fall; yet they do not compete until spring. All the fall and winter they are gradually lengthening stride and perfecting rhythm. Hundreds of miles they jog or run. Then in the spring they enter the dual meets and the various relays. The thrill comes from competition, when the competitive urge spurs the runner on. But the greatest personal values have come to the runner during the long training period. Without the contests in the spring there would be no such careful and faithful training and preparation. Track, basketball, football, all the sports, are analogous to forensic activities. The greatest values come from the training period, not from the contests. The contests motivate, for the most part wholesomely, the training.

At Compton and at San Jose the debaters were prepared to discuss the proposition: Resolved that the federal government should revise its labor legislation to control strikes and industrial disputes.

What were the values received by the student during the period of training for these tournaments? We can list several:

1. The student did individual research and also gained knowledge from and through his colleagues. He became aware of the complexity of management and labor relations; he came to see the very difficult position which government occupies; he was freed from an ignorant prejudice toward either management or labor; he gained the moderation and balance which come from knowledge and understanding.

2. The student, if properly supervised, was trained in logical processes. He was warned against bland, unsupported generalizations. He learned that educated people do not accept *ex cathedra* egotisms.

3. He was made more consciously aware that most great problems have much to be presented on both sides, that few things are black or white.

4. He was trained, not, as Dahlberg intimates, to argue what he does not believe, but to present in their best light both sides of a controversy and to discover and reveal the strength and weakness of both sides. He knew that if he was to win debates in a tournament, he had to understand, and be able to present, both sides of a proposition. The winning of debates may not be a wholly commendable motivation, but the urge to train oneself to speak effectively on both sides of a question in public controversy is of significant value.

5. The debate training led the student to see the importance of clarity, arrangement, order, proportion, documentation.

6. The debater received warning against a proud and overbearing, a discourteous and disdainful spirit toward opponents or their arguments.

7. He was corrected and directed in such matters as diction, pronunciation, enunciation, change of pattern, of movement, pitch, tone.

All of this profit came to the student from instruction on his home campus, where he debated, not before vacant chairs, but before his coach and other debaters. Yet the prospect of tournament competition and of a favorable balance of wins and losses motivated study

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Management's Responsibility in Human Relations

Address of THOMAS R. REID
Director of Human Relations
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THOMAS R. REID
Director of Human Relations
McCormick & Co., Inc., Baltimore, Maryland

WE ARE prepared for most of life's dangers by warning signs. Familiar landmarks to all of us are the signs reading "dangerous curves ahead," "slippery when wet," or even "beware of the dog."

Unfortunately, one af the great dangers that faces all of us in America carries no such warning sign. It slips up on us so quietly it is upon us before we know what has happened.

This is the danger of loss of personal liberty. Since liberty and freedom and all they stand for are the greatest treasures we own in America, it is particularly unfortunate that the warnings are not more explicit so that we sit up and take notice when it seems likely that some of our liberties may be slipping away from us.

In American business life we enjoy today, as our forefathers enjoyed, certain freedoms of private ownership of business and individual operation of enterprise; which we call capitalism or sometimes free enterprise. We often assume that since this is an accepted practice in the United States it must be true that the rest of the world is pretty much like we are.

I am here today to sound one small warning that such is not the case. We may as well face the fact that other nations of the world accept as established practice the operation of business enterprise by government, almost to the same extent you and I accept as established practice the operation of business here is by private capital.

I had been somewhat aware of this remotely, as most of you have, from readings here and there. Then I was given the unexpected privilege of helping to represent United States employers as an official delegate to the International Labor Conference in Canada last September. As one of the advisers to the employer group, I had a unique opportunity to learn what was happening in human relations trends in the other nations of the world as well as in our own. Delegates from nearly 50 nations representing labor, management and government in each instance were present. Our deliberations continued for three weeks. We had ample opportunity to get to know one another and discussed business trends in the respective countries frankly and thoroughly.

It was there I discovered that the time has come to raise the warning sign to American businessmen that collectivism is closing in. If we are, indeed, one world in this post-war era—if improved transportation and communication has brought all the peoples of the globe closer together—if we are neighbors to the rest of the world on matters of international diplomacy; then surely, it is true that business trends in other nations will sooner or later have their effect on us here.

I came away from that meeting convinced that free enterprise is fighting a last ditch battle for survival in the world, here and now in the United States. With others of our group who were also disturbed by their observations, I shared the conviction that the United States is the last bulwark of capitalism.

FORENSIC ACTION IN PREPARATION

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and research, sharpened logic and analysis, lightened the drudgery of routine work, and gave spirit and zest to group meetings and debates.

Great value comes to the student from the motivating power of wholesome tournament competition. Such motivation is healthy and normal. It is productive of good. Teachers of speech have been wise to provide it.

Here on the frontier will be decided in the years to come whether or not free enterprise is to survive as a way of business. We are an island of capitalism in a sea of collectivism.

Observations of trends in other countries based both on the official talks delivered at the meeting and in conversations between meetings with foreign delegates led to the inexcusable conclusion that socialism or (as it is more nicely termed) "nationalization of industry" is an established fact in many nations.

If you have been wondering what happens when public opinion turns against private management and in favor of government control of business, here's the answer as it actually happened in other nations:

A businessman from a South American country is speaking:

> "I understand there is some talk of unionization of foremen in the United States. You might like to know that in my country foremen have already been unionized for some time, and we are able to see what happens when management men become union members under control of union leaders. A railroad in my country is no longer run by its owners and managers. Since its foremen take orders from their union leaders and since foremen are the men who give orders to the workers, it is the union which is running that railroad now because union orders to unionized foremen are the orders which are passed on to the workers instead of the orders of management."

A government official from a Southern European country is speaking:

> "Why do you in the United States tolerate strikes? In my country we won't stand for them. When a strike is due to occur because of an impasse in negotiations between labor and management in a company, the government simply orders the company or the union to accept terms by governmental decree so that work continues."

Yes, work continues—but the speaker failed to say at what price! Products were turned out, but at the price of the loss of liberty on the part of both workers and management. In one of the committee discussions in regard to development of industry in dependent territories of the world, the question arose as to the wording of a clause prescribing how that industry should be financed. It was only after several hours of discussion and pleading by employer delegates that the group agreed to provide in its resolution that private capital should have a right to establish private as well as government capital in such territories, and the employer group lost entirely their appeal in more hours of discussion that the simple clause be inserted in the wording of the resolution to provide for a fair return for that private capital invested.

A resolution was introduced by a European government to amend the constitution of the International Labor Organization to provide that there should be delegates from government operated businesses in addition to the usual delegates from labor, management and government. In arguments supported at great length by numerous speakers from a great number of countries the point was made that nationalization of industry is so well established throughout the world that government-operated business deserved representation at the International Labor Organization conferences, along with labor, management and government. Actually, of course, this would have led to government domination of the meetings because, obviously, representatives of government operated business would be government men and not free employers representing management at all. I am pleased to say that United States labor and government delegates, as well as United States employers, led in the fight to defeat this amendment. However, the closing speech of its sponsor made very clear his confidence that nationalization of industry is proceeding so rapidly throughout the world, with trends so definitely away from private operation of basic industry, that his proposal surely would pass in the years to come as the trends of the times brought new support for it.

These are significant facts to us in America. We have heard vaguely that there is a threat of communism. I listened to men from other nations who discussed communism not as a vague possibility, but as a very real and ever present menace to their countries which might very likely win out in the very next election.

But even more real than the threat of communistic influence was the evidence presented to me as one of your management representatives at that conference, that nationalization of industry, government ownership and operation of the basic business of many nations is no longer a threat—it is already here and here to stay. All around us is an experiment in nationalization which the people of most nations of the world have voted to continue. Even Britain, which many of us have thought of as the nation most like our own and whose businessmen are almost identical we thought to ourselves, has gone the way of nationalized business. Basic industry there is government controlled and some of Britain's leading businessmen who were present at the International Labor Organization conference admitted in sorrow that there was nothing they could do about it; that it is too late to change the tide of public opinion.

What lesson is there for us in these trends abroad? First, accept these as warning facts. Secondly, having faced them as facts, recognize them as eminent threats to our American way of business. Third, do something about it now before it is too late by revitalizing our capitalism in tune with changing times, accepting on the part of management new responsibility in human relations, and doing everything in our power to win the public to our side in the coming struggle for the survival of private enterprise.

The fact is that we in the United States haven't public opinion on our side as much as we think we have. When a national poll asked people which group had done the most to raise the standard of living of the American

people in the last 30 years, 43% of the people asked replied that the government had done the most; 42% replied that unions had done the most, and only 15% replied that management had done the most to raise our standard of living. Now, you know and I know that the fact is the average family in the United States could not afford an automobile if it were not for the mass production methods worked out by industry with their know-how and progressive reduction of costs. You know and I know that a light bulb would still cost $2.50 instead of $.11 if management had not reduced its price by better production methods and smart merchandising.

The trouble is it isn't enough that you know and I know. We must get across to the great American public that management is working in the public interest. Much as we may dislike to admit it, the result of the public opinion poll I just cited and others like it proved that the American people are not yet convinced.

One of the best things we can do is to awaken a new interest in human relations in each individual business. How can this be done? I can answer that best by telling you the story of a case history in management's accepting its human relations responsibilities. Here is an actual instance of a fair trial for the idea in a typical American company. The results prove that capital, management, and labor all received sizeable benefits as a result. The best and simplest testimonial I can give you to stir your interest as practical businessmen is this, "here is a plan which has been in effect for fifteen years and has succeeded through every business condition—depression, prosperity, peace and war. Here is a plan which is no economist's dream or laboratory experiment in management. This one works."

Here, I will ask you to pardon a reference to personal experience. As the fellow says, that's the only kind I've ever had. The case history is that of our organization in Baltimore.

McCormick and Company manufactures food products, drugs, and insecticides. We import raw materials, manufacture and process them into finished products, and distribute them throughout the world through our own sales organization. We are a representative industry with problems of purchasing and production and merchandising and sales which are very similar to the problems of any manufacturing business, and approximate the problems of a distribution business. The company was founded in 1889. The management program we are speaking of here was begun in 1932.

We call it Multiple Management. It means just about what that implies—management by more people. Ours is no altruistic attempt to give every charwoman and factory mechanic a direct voice in managing the business, and it isn't the labor-management committee idea. What we have done is to bring together all the ideas of all the thinking people in the organization for the betterment of the business as a whole and the increased welfare of the people in it.

This has been done by establishing a direct line of communication in an organized formal pattern from the top to the bottom of the organization. It's always interesting to me to note that there are invariably some members of each audience who come up after one of these talks to say something like "our company does exactly what you do—we have all kinds of benefits for our employees such as insurance and vacation with pay —we like to get suggestions from them, too." When I hear that, I know that what we have said has simply not registered completely because the whole point of our recommendations based on our experience is that it isn't enough for a business to depend on haphazard suggestions and good personnel benefits alone to get maximum results. We recommend an active and planned program of interest in people with a set procedure that does not depend on occasional suggestions dropped in a box, or a pat on the back from time to time from a top executive to a middle management man.

Multiple Management extends the opportunity of participation in the affairs of the company directly and actively to every thinking employee at the supervisory level and above. It provides for Boards of Directors made up of men right out of the office and plant and sales organization, men who are on their way up, to supplement the Senior Board of top-management men. We began with a Junior Board of Directors back in 1932. The president of the company selected seventeen men—assistant department heads, accountants, junior executives, etc.—whom he considered to be the best prospects for future leadership, and told them that they were to be given direct participation in management in their own group operating independently of the Senior Board and the Line organization.

They were told to elect their own chairman and secretary, set up their own schedule of meetings, draw up their own by-laws. They were given the right to discuss anything in the business which interested them. They were assured that top management would not look over their shoulders in the meetings and that their discussions would be free discussions without interference. They were given suggested projects and topics as a starter to give them an idea of the sort of subject matter on which the company wished their thinking.

There were two practical and realistic brakes put on them which have not interfered with their free action, but have given the business every protection any business wants. They were told, first, that every recommendation from their Board must be unanimous. If the original idea cannot be sold to the entire group around the table, revise it and amend it so that the finished idea is thoroughly thought out and sound. Secondly, their recommendations do not go into final operation in the company until the President or the Senior Board of Directors has approved them and made sure that no conflict or duplication existed.

In the first five yaers, 2,109 unanimous recommendations came out of the Junior Board and from the Factory Board which was established shortly thereafter on

the same basis, with plant and warehouse men as its membership. Of this number, only 6 were turned down completely. This meant that 2,103 fresh new ideas found their way into company operations and policies. Since ideas are the lifeblood of business, the business prospered from this harnessing of the potential creative thought of alert, aggressive, middle-management men.

The Factory Board also was appointed by the President at the beginning and operates in much the same manner. Holding regular meetings, the members discuss matters of production, shipping, and warehousing with which they are concerned in their daily jobs, and make many recommendations for improvement of plant procedures and policies.

The Sales Board of Directors was a logical development at McCormick's because the business is divided into three parts—office, factory and sales. The Sales Board is made up of men right out of the sales organization. Since they are scattered from Maine to California, this board presented a special problem which was solved by arranging for meetings lasting a week twice a year. Between meetings the members carry on their work through committees by correspondence.

There is a Consumer Board made up of women, which makes recommendations on products from the standpoint of recipes, packaging, advertising, etc.

The Senior Board of Directors is elected by the stockholders and corresponds almost identically to the Board of Directors of the average corporation. No member of the Senior Board may serve on the Junior, Factory, or Sales Boards and they attend meetings by invitation only.

Thus, instead of the usual half dozen or dozen people active in management on a board of directors, McCormick and Company has over 50 people serving as directors of the company. Their ideas are brought forth in free discussion for the business as a whole, and their management responsibilities supplement but do not replace their regular duties in their departments as parts of the line organization of the company.

Although the original Junior, Factory, and Sales Boards were set up by the President by appointment, the by-laws of each provided that thereafter members should be selected by merit ratings done by the board members themselves. Thus, every six months each Junior Board member, for example, rates every other member except himself on a chart which provides points for each of several executive qualifications, such as vision, judgment, etc. The six men who rate highest become the Membership Committee and choose the balance of the board for the next term, considering every potential executive in the company as eligible. The three men who rate lowest are dropped from the board but are told the reasons why by the Membership Committee and are assured that if their points of weakness are improved, there is a good chance for their being selected to return to the board six months later.

Management has been brought close to McCormick workers by this series of boards. A Factory Board member communicates to workers some of the problems and difficulties facing top management and the workers of the business because he learns about them in board meetings, and in the same way workers communicate to board members their feelings and wishes. They are close enough to them to speak freely. Therefore, their suggestions and their requests are passed along rapidly in the very next Junior or Factory or Sales Board meeting and come up to management quickly for prompt action.

In these days of labor strife and turmoil it's pleasant to be able to report that there have not only been no work stoppages at McCormick and Company in these fifteen years, but actually there have been no whispers of labor discord, no petitions from employees, no demands for changes in policy — nothing but harmony. The reason is that management is working in the interests of the people and is close enough to them so that employees wishes and requests are put into effect as company policies by board action before they ever reach the stage of becoming a demand. In other words, management takes the initiative in human relations.

This has brought about an invaluable spirit and morale. Our employee turnover is 3 to 5% in normal peacetime years. Unexcused absenteeism in wartime was always less than 1%. Employee wages are the highest in the industry in our area and are supplemented by profit sharing bonuses plus an impressive list of benefits including a company paid pension plan, group insurance, sick benefits, complete medical service and so on. We have stabilized employment and assure at least 48 weeks' work and pay every year for every employee who has been with us six months or longer and who maintains efficiency in his work.

We have found that people working in business appreciate these things and reciprocate their appreciation. In addition to avoiding the plague of work stoppages and slow-downs, we have found that our people have maintained efficient productivity and increase it when called upon for special effort over a given period in the interests of building up a lagging profit. They have a direct incentive in the form of bonuses which are paid in proportion to profit earned.

The middle management group has been recognized by eligibility to serve on boards as being definitely a part of the management organization. There is no issue of whether a foreman, for example, is management or not at McCormick's. Men who otherwise would have little opportunity to display overall management ability in their regular departmental jobs get a chance to show what they can do in board discussions and meetings on management contributions for the entire business.

We have found that this discovery of talent and training of future leadership is a valuable by-product to supplement the employee morale and the idea producing values of the boards to the company.

But, I think the real point is that workers have increased earnings, management has received a direct return in the form of increased profits, and capital (meaning stockholders) has received a direct return in the form of increased dividends; because of Multiple Management. Thus, everybody has benefited. Our 15 years experience and reports from several hundred other companies which have adopted Multiple Management to their organizations prove by results that it pays for management to take the initiative in better human relations.

Specifically, here is what Multiple Management has done for McCormick and Company in the fifteen years it has been in effect:

1. Employee wages on the average have increased 117% since 1932.
2. Productivity has increased approximately 40%, and 35% of that increase came about in the first five years the plan was in effect.
3. Sales have quadrupled since 1932 and reserves and assets have doubled.
4. Total of $700,000 in Profit Sharing bonuses have been paid out under the Multiple Management Profit Sharing Plan since 1932. In the past year in that period Profit Sharing bonuses to each employee amounted to the equivalent of seven weeks' additional pay.
5. Stockholder dividends, including regular and extra dividends, have increased 100% since 1932.
6. The first few years of Multiple Management brought the company out of the red and into the black in profits, and profits have been consistently good ever since.
7. The company not only has had no labor strikes or work stoppages of any kind under Multiple Management but, furthermore, has had no whisper of labor discord or lack of harmony in any respect. Since management is close to workers and since workers below the level of management serve on Factory, Junior and Sales Boards as associate members, employee wishes are brought to the attention of management and management takes initiative on them before they ever reach the stage of becoming a request or demand from employees to management. In short, management is kept posted and takes initiative without waiting for employee demands. In a sense, Multiple Management is, therefore, preventive medicine for labor troubles rather than the usually applied cure after the labor trouble has developed.

Then, after we have accepted our human relations responsibility in this new capitalism with our own employees, we must go beyond that to get across to the people of America what management has done and can do for them. You men in this room and other businessmen like you are experts in selling and merchandising and advertising. You have learned all the fine points and the delicate arts of molding public opinion in favor of your products.

Why not turn that talent for merchandising products to the problem that confronts us now? Apply those same principles of merchandising and advertising and salesmanship to sell American free enterprise to the people in the same way you use them to sell products. Recognize the fact that it isn't enough in the new capitalism for a business to exist solely to make a profit. Remember always in these days it must meet public responsibilities and render a public service to its employees, its community, its customers and to the nation as a whole.

This acceptance of human relations responsibility by management men in the United States, now, may save us the deadly penalty which failure to do so has cost businessmen in other nations. Nationalization of business in other countries of the world is closing in on our borders today. These new trends are sure to affect public opinion here. We must battle from within to counterattack. We can do it—we must—if our liberty-loving American way of business life is to survive in the United States.

The Importance of Speech to Business

By Spencer Shaw,
United States Chamber of Commerce

The importance of speech to business was well measured by the chap who said, "The road to hell is paved with the words which failed to convey their intended meaning."

One need only recall the people he has known in order to find evidence of effectual speech as a factor in the failure to win daily bread or build business structures of which they had dreamed. There is the file clerk who is destined to spend her life working in a business-vault because she lacks the mode of expressing herself which more socialized tasks require; the salesman whose children are threadbare and hungry because the power of persuasion is poorly mastered; the service operator whom men pass by because his speech fails to sell himself as his stock in trade; the banker whose rejected loans drive clients from his bank because of his manner in saying, "No"; the executive who realizes only fractional returns in effort from his staff because his direc-

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tives irritate instead of inspire.

The loss to industrial production is incalculable; the sense of defeat, unhappiness and misery becomes the material for tragic tales which fall short of telling the full story. One ponders over the heights which these same people might have attained if their equipment of expression had equalled their knowledge of the job and the industry by which they applied themselves.

The business world knows that it is limited by the tongues it employs. It knows that there can be no leadership or promotion where language is faulty or ineffectual. Evidence that business is determined to do something about its use of speech may be noted on every hand. There is at this moment a titantic struggle to perfect communication thru the channels of advertising, radio commercials, and personalized public relations. Never before have business men been so keenly conscious of the power of words to swell the sales of soap, or cars, or holiday travel. Language, both written and oral, has been recognized as a tool by which one may fatally rough-out crude patterns of communication or by which one may chisel an intricate, dynamic business design for survival in a complex and competitive world. Time was when business minimized speech as a racket of the elocutionist who made an artifice of human expression; but today speech as a mode of communication employing an integrated body, mind and emotions supported by vocal expresion has come to its own. The alert employer knows the difference between parroting words and the transmitting of information by means of motivated personality. He knows that the clerk, receptionist or junior executive may crowd more meaning into a smile, a twinkle of the eye, a lift of the eye-brow, a shrug of the shoulders, or a personalized, "Come again," than volumes of vapid utterances. Effective speech must emplpy all the resources of the human personality—fully developed and in easy command. Business knows that cash registers respond to the human touch which displays an understanding of people and projects itself thru the medium of speech into the human equation. Profit returns are not dependent alone upon products but also upon this personalized medium by which products are carried into the consumer market. Commodities and ideas are not usually bought; rather they are sold.

An actual instance well illustrates the importance of speech to the success of business. Some few years ago a young man decided to establish himself in a wholesale bakery business. He recognized that he could not hope to place the only quality goods on the market; and that there was another factor which would support his success even more than quality merchandise. It was the personnel with whom the retailers would deal. Early he had learned that customers come back if treatment they receive is superior to that found in other bakeries. Wisely he gathered about him a staff possessed of unusual talent in dealing with the public. The ability to employ language was among the foremost. His Switch-board operator and receptionist possessed such magnetic charm that the inquirer at the other end of the line felt the warmth and sincerity of the firm transmitted by well selected words and melodious voice. One customer confessed that after a lengthy period of most pleasant business dealing by telephone, he was irresistibly impelled to seek out the voice on the other end of the line which had given him such personalized attention. Thus, unannounced and with another pretext he stopped at the office to see the voice in the flesh. To his amazement the enchanting "hello-girl" was a middle aged lady with heavy lenses and graying hair. But as he litened to her animated reply to calls, his disillusionment evaporated into a renewed admiration for this friendly personality with resonant, enchanting voice and effective language. The cash register will continue to ring and the era of good feeling prevail as long as this dynamic person remains at the switch-board.

But just as this baker realized that ideas and commodies in themselves are of limited power unless thru expression they are given meaning and driving force, other business men are extolling the importance of speech as a vehicle by which to reach the consuming public. All over our land business and industry are swiftly introducing programs for the training of personnel. Sales forces are being taught not only the fundamentals of selling but also the immeasurable importance of speech in that process. Books and pamphlets dealing with speech for executives are in great demand. The implication is self-evident. Top sales, efficient workers, and administrative promotions depend in large degree upon the implementation of language. Business no longer attempts escape by minimizing the importance of speech; to the contrary, it has bought the article

and is putting it to effective use. Moreover, its scouts are ever on the look-out for young blood with an ability in clear, accurate and effective expression.

To the student whose experience may not clearly demonstrate the limitations which he may place upon his own progress by belittling this important art and science, it is suggested that he seek convincing evidence in the archives of successful business. Let him read the history of Henry Ford who began his amazing success with an idea transformed into a one cylinder motor; imagine the gigantic task of selling the possibilities of this strange carriage to others; and conjur over the volumes of language which have gone into industry building thru the years. Then, should he still harbor a doubt, let him go further. Choose as he will. It may be Chas. Schwab, F. W. Woolworth, John D. Rockefeller or Henry Kaiser. In every case, if he digs deeply, he will find a record of promotion and leadership. Both require an effective implementation of language. Nor need he limit his research to mass production. The success of the grocer or automobile dealer in own town will likely reveal a power in sales, in service and in management. Define them how you will; they still mean a dynamic group of people who employ a superior brand of the King's English.

One final observation. The ironic and yet challenging fact is that the craftsman must cut the die for his own implement - and then learn how best to use it. No one else can shape and refine it for him. The task requires first of all a clean concept of basic nature of speech; and secondly, a determination to spend limitless time, and study and practice in the perfection of its use. The many fall by the wayside; the few move onward and upward to one of life's most satisfying achievements - namely, the implementation of language by which we realize wants and esthetic appreciations. To him who has a continuity of purpose will come the top jobs in business - and appreciations incomparable.

The Doctor's Place In The Federal Medical Care Plan

Compiled by E. R. Nichols

Yes, I heard the debate at the National Convention on the Federal Medical Care Plan. I laughed at the cracks and I had a good time. It was a jolly good debate, with a lot of emphasis on the *jolly*.

Once or twice I wondered whether the high school boys I had met earlier in the day from Wisconsin were getting out of it what they were looking for when they came in all the way from Racine or one of the towns out in that neighborhood to hear it. As I thought it over one thing did suprise me. In all the wealth of argument one thing was left out. It may have been left out purposely, because there isn't time for everything in a brief debate. Yet I confess to a bit of disappointment because it was not stressed a great deal more than it was, for to me it seems to be the crux of the question after all.

What is to be the place of the doctor in the federal health insurance and medical care scheme so elaborately being worked out in the Wagner-Murray-Dingell Bill, which seems to be the rallying place of all champions of free medical care?

Well, frankly under such a law the doctor is to be Uncle Sam's hired man. Those who have never had the freedom of running their own business or office or professional affairs, might not grasp at once (or would they?) the tremendous psychological change involved in transferring from a peer of the realm, a free man, a man who is his own boss, to the state of subjection and subserviency known as "a salaried man" or as Uncle Sam's hired man. True, it is no disgrace to work for a salary or a wage and be directed by others; most of us have to do it;at least the teaching profession does and we happen to be a low wage profession. Because of that very thing the going sometimes gets extremly hard. But couple to the supervision above, one, working for a salary, petty conditions, restraints, and malicious interferences and the salaried or hired man's job becomes disagreeable, unpalatable, unprofitable and soul depressing. The doctor has been used to independence, to make his own decisions; in fact, he has been a free citizen. But under government employ in a huge system, such as the one being planned, his initiative is gone; his chance at making any great amount of money to retire upon in his old age is gone; his position in community life is gone. He is no longer an independent leader. He is just a high class servant of the public, who will thereafter be taken as much for granted as a postman. Once he is regimented, and accepted as casually as an income tax collector and adviser, that day the practice of medicine in this country has changed and changed gravely. To me this is one of the significant things in the proposed insurance measure. I cannot help wondering who comes next—and if Uncle Sam will be gobbling up education and placing the teachers all on a federal pay-roll, and if, when that time comes, the political party in power will have a way of teaching Speech or English, and how much money can be spent on the free exercise of debate, contests, plays and in-

struction. Maybe the hand will be a light one but it will be control just the same. And that control can become very irksome to one accustomed to freedom of expression, of method, and of initiative.

Let us turn from these introductory and explanatory remarks and see what the physicians and surgeons, the doctors, if you please, think about it. Are they facing the proposal with enthusiasm and eagerness? Do they think it would be a good thing? If they are not for it, in impressive numbers, would we be doing a wise thing to legislate such a situation upon such a large and necessary, and in fact, for the most part benevolent, class of citizens.

The Hearings before the Senate Committee did not get any remarkably enthusiastic response from the doctors of the country. Some few applauded and joined in, but most actual, practical, practicing doctors either protested violently and vociferously or settled down into a state of grim opposition. It was their ox that was being gored, or shall we say it was their lamb being led to slaughter.

Here, for instance is an excerpt from the hearings:
SEN. DONNELL: "Doctor, the chairman presented to you or referred to several documents, and you placed in the record here quite a number that I have not seen at all; but I saw one which was handed to me this morning, marked *Showdown on Political Medicine*. I observed that that is the document which contains some of this language which has been mentioned by Chairman Murray previously; namely, at page 8, where you say that the proposals that have been embodied in the Wagner-Murray-Dingell Bill would provide political distribution of medical care in its most vicious and most dangerous form, and then you go farther and make the other statements along the line of this being socialized medicine.

"I refer particularly to page 15, also in which you discuss the authority granted the Surgeon General with the approval and under the direction of the Federal Security Administrator.

"Doctor, without going into the merits, pro or con, I will ask you to state whether or not you regard it to be true that the Wagner-Murray-Dingell Bill would provide political distribution of medical care in its most vicious and dangerous form. Do you think that is true?"
DR. CARY: "I do not see how on God's earth you can avoid it in this country."
SEN. DONNELL: "Do you think this is socialized medicine?"
DR. CARY: "I know it is."
SEN. DONNELL: "I notice that President Truman's definition of 'socialized medicine' is set forth in this pamphlet at page 19, where he says: 'Socialized medicine means that all doctors work as employees of government.' And then I observe that you point out (that is, your booklet does), that the President's proposals anticipate that the Surgeon General, under the direction, I take it, of the Federal Security Administrator, would hire doctors and establish rates of pay, etc. I am quoting from the booklet. Do you believe those statements to be true; is that your interpretation of the bill?"
DR. CARY: "That is my interpretation of the bill."

Now of course, it is stated that a doctor need not work for the government. He may have a private practice, but if all medical attention is provided free by the government through federal health insurance, how can the doctor establish a practice, or hold it? How can he have any choice?

Is this attitude toward the bill general among doctors?

Listen to Dr. Arthur L. Miller, member of Congress from Nebraska: "I have read the bill very carefully, and wish to address my remarks to Title II, which is the Prepaid Health Service Benefits. It is my humble opinion that if this section of the bill were adopted, the family physician of every citizen would be a memory of the past; there would be a new character on the scene —Uncle Sam, M. D.

"I believe that this section of the bill would not only regiment the citizen and all health activities, but it would provide a political and socialized medical care program.

"It would provide for a form of regimentation of medical service administered from the national level.

"It would be expensive, wasteful, and time consuming.

"It would be ill-suited to the care of the sick in general, and medical emergencies, in particular.

"Such a program could not be administered in a democratic manner, pleasing either to the patient or the physician.

"The quality of medical service to the patient would be strained and inferior in the beginning and would rapidly deteriorate.

"Medical research would be curtailed.

"Medical education would be static, and medical progress in general would be set back many years.

"I say this, Mr. Chairman, because that has been the experience of those countries where regimentation of medical services has been tried.

" . . . . I have had the privilege of making three trips to Europe. First in 1927, where I studied, in some detail, the working of various forms of panel medicine in England and Germany. I had the opportunity again in 1935, to look, rather closely, into the type of medical service being rendered in Hungary, Austria, and Germany.

"Perhaps I can illustrate, to the Committee, what I mean when I say that the quality of medical service is very poor under the system practiced in Europe, by giving you two illustrations. At one clinic in Budapest, I was amazed to find four or five major operations proceeding at one time in one small room. The technique used by the surgeons would not be permitted in the lowest grade hospitals in the United States. Professor Slutznig, an outstanding surgeon, told me, after I had watched him doing a gall bladder operation, that he was very discouraged. I pointed out that he was not careful

in covering up the raw surfaces of the liver after the gall bladder was removed. He merely placed several yards of stained gauze in the patients belly. The gauze had been used and reused many times. He told me that he had no interest in his work: that he was getting about $75 a month in our money, and if it were not for the American physicians, like myself, who paid him a small fee for attending his clinics, that he and his family could not live in the manner to which they had been accustomed before Socialized Medicine came into being. He said that the patient was only a number to him. He knew nothing about them, had no personal interest in them.

"Another experience I had, was in a hospital in Heidelberg. I spent some time attending clinics and visited various operating rooms. On several occasions, I found internes or house physicians, operating without caps, masks or gloves,, and chattering like a couple of magpies over the open belly. I went, several days later, to rooms where patients that were operated on, under these conditions, were taken, and the stench and odor coming from those rooms was almost unbearable. Infections of all kinds prevailed. I had many visits with a young Hungarian, who had taken a post-graduate course at Johns Hopkins—a fine, outstanding, well-qualified doctor. He wanted to come to this country. He saw nothing in the future of medicine in Germany. He had little or no interest in his patients. He said he was unable to practice good medicine under regimentation.

The Personal Intangibles

"Mr. Chairman, when one is ill he wants a personal contact and service from his physician. The practice of medicine does involve a personal contact between physician and patient. There comes a time in the life of us all when cold hard facts of science do not prevail. The people want a personal service, with sympathy, particularly cheerfulness and confidence in the doctor. No amount of scientific service can take its place in the dark hours of sorrow and trouble so common in the experience of all of us. These are intangible things, and I have found, as a physician, that through the troubles and situations of life, fame often dies; honor may perish, but loving kindness is immortal."

Let me add a few things here. Other doctors corroborate Dr. Miller's experience in Germany under State Medicine. They point out how as war came and money for medicine became less the doctors' pay was reduced, they were forced to take more patients and work harder, they were obliged to do without adequate supplies, and expensive drugs were totally unavailable. A doctor demanding expensive drugs and supplies soon was rebuked and called down by the political higher ups, and soon had to give up and subside gradually into indifference and disgust and heartless carelessness toward his patients. The moral corruption of the whole thing became abominable.

Now in our country it is proposed to give one a choice of his own physician under the law. But in the long run how much does that mean? Practically nothing. That doctor may be here today and gone tomorrow when you are sick and need him. Crooked political doctors will advance and honest, conscientious men will do all the real work and drudge away underpaid. *Political favoritism* will *designate* the *experts* and the *specialists, not competence* or *skill.* It works that way where it has been tried. We need not reflect long to remember that we have municipal political bosses. How would you feel if a member of your family were seriously ill and there was no room in the hospital because the lady friends of the political boss were out there enjoying a rest and period of recuperation after too many highballs and too much excitement gambling at the races? Oh, it couldn't happen in America! That's what you think!

Dr. Walter V. Kennedy, President, Indiana Mutual Medical Care, Inc., said in his testimony before the Senate Committee:

"In the original German system, the ostensible object was to provide medical care for the near indigent at government expense. No one of ordinary humanity, then or now, would object. It may be stated, that it is even yet, as it has been for centuries, the privilege as well as the duty of a physician to care for the indigent without expectation of recompense.

"After the German profession unworthily accepted this plan, in succession, the higher economic lawyers demanded under political pressure similar grants from government. The end after years of gradual encroachment was the inclusion of the entire population.

"Originally the physician's fee was a reduced one, paid by the government with a slight contribution by the public in sickness tax. The amount required to supplement the contribution became so onerous to the government that its share became inadequate. Economies were imperative. Administrative personnel were political factors and could not have reduced pay. The physicians began having reduced settlements. In time the absurdity of paying 75 percent and promising 25 percent was apparent. Then 75 percent of the original became the standard. Later other reductions came. Since by this time practically all the population were enrolled in the plan, physicians, except a tiny number of university professors, had no other clientele.

Something for Nothing

"The plan simply gave the patient license to demand unlimited care, domiciliary or office, substituting quantity for quality.

"There is a fundamental human inclination to demand everything one is entitled to, whether really needed or not. The result is again overcrowding, superficial examinations, erroneous, snap diagnosis, unnecessary and incorrect treatment, lack of personal interest and from continually repeated habit, a lowered standard of medical care, all of which is frankly admitted by many.

"And what is more ominous for the future, the press

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Year of Decision

By W. Norwood Brigance
President (1946) *Speech Association of America*

W. Norwood Brigance, *Wabash College*
President 1946, *Speech Association of America*

That iconoclastic historian, Bernard De Voto, wrote a significant book 3 years ago entitled "The Year of Decision: 1846." It was a history of America in that one year, 1846, and it was De Voto's contention that the course of American history and the pattern of American life for the half century following were determined by events and decisions that took place in the year 1846.

It is a paradox that the year 1946, even more than 1846, is likely to be significant as a year of decision; 1946 is year one of the atomic bomb; 1946 is year one of the United Nations Organization; 1946 is year one of a power struggle between two political philosophies, communism and democracy-or what passes for communism and democracy-that is likely to test both our ability to handle atomic weapons without explosion and to live under a United Nations Organization. As a discerning wit remarked. "From now on, we know it is one world, all right; but we don't know yet whether it is to be this world or the next world."

Robert M. Hutchins said last May to the American Council on Education: "The great problems before us are first, can we survive? and second, what kind of life are we going to lead if we do?" Then he added that the world must try to arrive at a destination where survival is possible within not more than 5 years.

If Hutchins is right, then 1946 is year one of our 5 years of grace. If he is right, it is still a year of decision, because what we have done in this year, and shall do during the first half of 1947, is likely to determine for a long time to come the course of history, not for America alone but for the world.

II

Now this year of decision in international affairs is also a year of decision in American education, for the obvious reason that the repercussions in the political and military world have set off seismic tremors in the academic world: 1946 is year one of the Harvard report on general education in a free society; 1946 is the year of the Columbia University report on a college plan in action; 1946 is a year in which more than 100 colleges and universities, have either announced or instituted a revised curriculum; 1946 is a year in which Mr. Hutchins' pronunciamentos on the fall of man have been accelerated in tempo.

In brief, 1946 is a year in which American education is attempting to fix a new pattern of education. It is the most widespread curriculum revision since the day of Charles W. Eliot, and it is likely to determine the direction of education for at least the next generation.

Therefore, I want to look at two of these recommendations for curriculum changes: two that are widely known and that reflect the thinking of a large area of tradition in educaion—and I want to estimate their implications.

III

The first is that proposed by Mr. Hutchins. Mr. Hutchins, of course, is a curious cross between "Peck's bad boy" in education and a lonely,austere Savonarola who thunders, "Repent ye, or be doomed!" His tenets are these:

1. The human race is either about to destroy itself, or to survive under a "peace more horrible than war"-unless we change our present system of education, drastically and at once.

2. To save the human race from this illfated alternative, we must abandon vocational education in the schools, and make all education a liberal education "for the common vocation of citizenship."

3. The core of this liberal education is not to be found in a study of modern science or social science. or in focussing on the contemporary problems that beset man. It is to be had in the study of great books of the past—let us say, Homer and Thucydides, Virgil and Augustine. Somewhere along the line I either read or heard a speech of Mr. Hutchins' in which he said that the curriculum he proposed would not be essentially altered over the period of 100 years, or even 1,000 years. Pure knowledge, because it was pure, was not defiled by time. I believe I am not doing Mr. Hutchins an injustice by saying that it is an inherent part of his plan of education.

Now, Mr. Hutchins' faith is appealing. He is so earnest and so unashamed that you cannot help but admire him. In the midst of a modern world, created for the most part by the educators who rebeled against the ascetic pattern of education-I assume it is understood by persons in this room that the scientific and economic foundations of modern society were laid by educators who broke away from the classical tradition-Mr. Hutchins repeats without apology an old refrain:

"Faith of our fathers, living still,
In spite of dungeon, fire, and sword,
We will be true to thee 'til death!"

He stirs in us old memories. We want to believe him. Perhaps we want to believe him because he calls to us with a childlike faith. Perhaps also we want to believe him because his is a simple faith, and we are hungry for simplicity. So many of our problems are complex. We want to get back to the days when life was simple, or we thought it was simple.

But we cannot quite give our intellectual assent to Mr. Hutchins. If it were wholly an act of faith, we might go along; but reason compels us to pause. Perhaps, too, we remember that warning spoken by Dr. Donald B. Tresidder, once an eminent physician and now president of Stanford University. Said Dr. Tresidder to a group of educators last May at which Mr. Hutchins was present: "I have long been interested in Robert Hutchins-from a medical point of view!"

Essentially, Mr. Hutchins' grand scheme of education breaks down at that point which Ortega y Gassett calls "historic reason." Gassett has pointed out that when a people think effectively they think in terms of their historic past, and they use "historic reason." Mr. Hutchins, in calling upon the faith of his fathers, denies historic reason.

He would take us back to the educational concept of the early Middle Ages, to a pattern of education that closed the Platonic schools, and rested its learning on the Sacred Books of the Past-with the result that the intellectual world was frozen for 1,000 years. It was not inevitable that we have the Middle Ages. Part of the responsibility for it rests on those educators who closed the Platonic schools and anticipated Mr. Hutchins by 1,500 years. They were the original worshipers of great books.

Mr. Hutchins is seemingly unaware that the educational gospel he preaches was also the dominant theme of education in the oldest of all civilization — that of China—and that its effect was to still the spirit of inquiry in the Chinese mind, or at least to prevent its ever arising, and that this pattern of education was perhaps the single most influential factor in the slow withering of what otherwise might have become a great civilization. Again, it was not inevitable that China should be as it is today. Part of that responsibility rests on those educators of China 2,500 years ago who fixed on China the pattern of education that Mr. Hutchins would fix on us.

Thomas Jefferson warned us against Mr. Hutchins' doctrine a century and a quarter ago. At the age of 73, when many minds look backward instead of forward, Jefferson wrote urgently that "* * * institutions must go hand in hand with the progress of the human mind. * * * as new discoveries are made * * * institutions must advance also, and keep pace with the times," and he warned against any society remaining "ever under the regimen of their ancestors" (Writings, Ford, ed. X, 42-43).

Ralph Waldo Emerson repeated that warning 109 years ago. Speaking before the Phi Beta Kappa Society of Harvard, he said bluntly:

"Each age, it is found, must write its own books. * * * Meek young men grow up in libraries, believing it their duty to accept the views which Cicero, which Locke, which Bacon, have given; forgetful that Cicero, Locke, and Bacon were only young men in libraries when they wrote these books."

Hence, instead of Man Thinking, we have the bookworm.

Mr. Hutchins' plan of bookworm education fails in the test of historic reason.

IV

Next, I would like to look at the Harvard report on General Education in a Free Society. I began reading that report before the printer's ink on it was decently dry. I had been waiting for its appearance for almost a year. I think I can truthfully say I started reading it with excitement. I expected something of the institution that had produced Charles W. Eliot, who touched off the educational changes of the late nineteenth century.

Well, one is not wholly disappointed in the Harvard

Report. In many respects it is what one would expect from Harvard: scholarly, thorough, and at times brilliant. But it is characterized by the limitations of the Harvard institutional mind, limitations from which Charles Eliot had been wholly free (and from which the Harvard scientists are free today). I do not mean to imply that the institutional mind of Harvard is a separate and distinct species. It is rather a particularized pattern of the academic institutional mind, but it is characterized by its own particular limitations. These limitations, for example, are seen in the historical writings of those Harvard historians, Albert Bushnell Hart and Edward Channing, as contrasted with their Harvard successor, A. M. Schlesinger, who was educated at Ohio State and Columbia. It was the pattern of mind dealt with by Vernon L. Parrington, himself a Harvard man, in his Main Currents in American Thought.

But if you want to meet the Harvard institutional mind at its best, you will find it in John P. Marquand's delightful satire, the Pulitzer prize-winning novel of 1938, The Late George Apley. Marquand understood the type of mind that produced the Harvard report, and he satirized it in a wicked and delightful manner. To anyone who plans to read that report, I recommend first reading: The Late George Apley. Having done that, you can read more discerningly between the lines of the report:

"Dear John: (wrote the late George Apley to his son) When I come I want you to take me to some of the new plays, and please don't feel that I shall be shocked by them. Your father can stand a good deal."

And again:

"Dear John: * * * Yesterday I found that your mother had actually talked this (Sigmund) Frued book out of the Athenaeum. She was embarrassed when I found her reading it * * *, and gave as her reason that she wished to know what (your sister) Eleanor was doing. I am now reading it for the same reason."

Throughout the Harvard Report there is this shocked acceptance of the present, a resentment that we are living today instead of yesterday. In the allied Harvard Report made in 1942 on the training of secondary school teachers especially with reference to English, this resentment against having to live today produces the following incredibly delightful statement.

"Unfortunately, however, there is another element * * * and this is the mass-comunication of the newspapers, magazines, movies, and (especially) the radio. The tendency of all of them * * * is to cajole and lull readers, onlookers, or listeners into a permanent state of unquestioning receptivity; to prevent their becoming reasoning, critical beings" (p.4).

The late George Apley said exactly the same thing in the same overtones:

"Dear John: I wish there weren't quite so many new ideas. Where do they come from? * * * I try to think what is in back of them and speculation often disturbs my sleep."

This attempt to deny the existence of the present, or at least a resentment against having to deal with it, is the underlying philosophy of the latter half of the Harvard report. It states and adheres to the premise that one of the purposes of education is to free the student from the tyranny of the present. We all agree with that, of course. I want to make that very clear. There is no understanding the present without knowing a significant part of the past. That is precisely what I had in mind in quoting Ortega y Gassett that we think effectively only when we think in terms of the historic past and use historic reason. I believe that. But the effect of the Harvard report is to free the student from the tyranny of the present by fixing on him the tyranny of the past. To some of us, tyranny in any form is bad.

It was against his tyranny of the past in education that Thomas Jefferson struck when he turned his back on his own alma mater, William and Mary, and established the new University of Virginia — to break the grip of the dead hand of the past that smothered living learning.

It was against this tyranny of the past that Charles Francis Adams II protested to Harvard University itself in a year when he was a member of the Harvard Board of Overseers. Of the education he had received at Harvard he said:

"No matter how long I may live, I shall never be able * * * to overcome some of the great disadvantages which the * * * wrong theories and worse practices of my alma mater inflicted upon me. And not on me alone. * * * We were all college graduates, and yet how many of us could follow out a line of sustained, close thought, expressing ourselves in clear, concise terms?"

It is one thing to study the past. It is another to be smothered by it.

I want to make it clear that much of the Harvard report is good, is, in fact, very good. Especially, it seems to me, that its statement of the traits of mind that constitute education are the best I have ever read.

These abilities are, the report states, "to think effectively, to communicate thought, to make relevant judgments, to discriminate among values. They are not, in practice, separable and are not to be developed in isolation" (p. 65).

Its exposition of these abilities is profound and penetrating. For example, it recognizes three aspects of effective thinking: (1) Logical thinking, or "the capacity to extract universal truths from particular cases and, in turn, to infer particulars from general laws"; (2) relational thinking, or the "understanding of complex and fluid situations, in dealing with which logical methods are not adequate * * * thinking in a context"; (3) the element of imagination in the thinking of the poet" and may be described as neither straight thinking, nor crooked thinking, but as "curved thinking" (pp. 65-67).

This part of the report states explicitly that "educa-

tion is not merely the imparting of knowledge, but the cultivation of certain aptitudes and attitudes" (p. 64).

If the report adhered to this throughout, it would be the greatest document on education of the twentieth century. Its failure is that it does not. Having set this as the qualities of mind to be developed by education, the report then—curiously and without explanation—settles back on the orthodox curriculum divisions of the natural sciences, the social sciences, and the humanities. From that point it ceases to offer any further original or profound contribution.

One is at loss to explain the inconsistency, or shall we say the failure to follow through. Was it because the two parts of the report were developed by two subcommittees which, being unable to reconcile their differences, simply let them stand unreconciled? Or was the committee a victim of structural monism, seeking for a unified simplicity? At any rate, it settled back on a structural unity, simple but adequate, of natural sciences, social sciences, and humanities.

Basically the weakness of Mr. Hutchins' grand scheme and of the latter part of Harvard report is that they rest tacitly on the assumption that knowledge is power. "Give students power," they say in effect, "and they will be able to think effectively, to communicate thought, to make relevant judgments, and to discriminate among values." No one questions this need for knowledge, not in the least, but knowledge alone does not enable people to think effectively, to communicate thought, or make relevant judgments, or discriminate among values. Having the knowledge is not enough. There must be added ability to use that knowledge.

In every crisis of the twentieth century there has existed enough knowledge in the world to solve it. But it was not in the right place at the right time. That is another way of saying that it could not be communicated to the point needed at the time needed.

Twice before I have referred to Ortega y Gassett's insistence on the importance of historic reason. Let me use it now in specific instance. Ramsey Muir, one of the most competent of English historians, at the close of his discussion of the English Civil War, set forth one of the tissues of modern education. He had just finished the account of this conflict which rent the English people 300 years ago. It was a conflict between two political forces that rejected compromise. The Royalists had lost, their King had been executed, their leaders had been proscribed, and Cromwell had been made dictator. The Puritans had won a victory as complete as any victory by force can ever be won. Yet at Cromwell's death 5 years later, the fruits of victory were lost and the Stuart Kings were restored to the throne. It was a conflict in which the Puritans lost in the end because they had won the war. After describing this, Muir came to his momentous statement:

"The war had taught the English people 'that even the noblest and the most enlightened aims are vitiated and will eventually be frustrated if those who advocate them try to secure their victory by force, and not by discussion and persuasion. These (discussion and persuasion) were to be henceforth the characteristic notes of the growth of free institutions in the British Commonwealth." (A Short History of the British Commonwealth, II, 487.)

The British people learned that in the seventeenth century, not through their educational system, but through war and dictatorship. What it thus learned is what every democracy must teach to every successive generation: That democracy rests on discussion and persuasion, that its people shall discuss their problems and reach an intelligent consensus, that they shall not goosestep to military commands, nor yield to mob law.

There are two kinds of nations in the world today, only two: Those who in crises want to shoot it out, and those who have learned to talk it out.There are these two kinds, no more. They are the democratic nations, and the totalitarian nations. That is the essence of what Macaulay meant when he made the famous statement that, "Parliamentary government is government by speaking."

Now the education of each successive generation in this process, always essential to democracy, has now become essential to the survival in its present form of what we choose to call civilization. Uranium 235—and its derivative, plutonium—have brought us exactly to that point. Either we accept it, or accept the alternative given by Reuben Gustavson: "I believe in one uranium atom, divisible, with oblivion for all."

The England described by Muir could develop this by methods not to be relied on today. To paraphrase Disraeli, it was a government, "by the few, and the very few." Only one man in ten had the right to vote, and none of the women. But the gentlemen of England who ran that Government had been trained in the home, trained also by tutors, and trained, finally, in college – not only to communicate their ideas effectively, but also to settle their differences by talk. That was the core of their democracy.

Today, in contrast, we have universal suffrage. This is simply another way of saying that the 9 men in 10 who did not vote 300 years ago now control the government. Yet we have not developed any system comparable to the home-tutor-college training among the gentlemen of England for educating the whole electorate of today in the use of discussion as an instrument for making group decisions. The Hutchins scheme and the Harvard Report fail entirely to provide in any way for this inherent feature on which democracy now rests and has always rested.

These educators are irked by the present. They want to escape from it by living in the past. But the relentless pressure of the present cannot be escaped by ignoring it. Consider one aspect of this pressure of the present. The radio and talking picture now carry the human voice around the world. They have become the

most powerful instruments in existence for mass education and mass thought stimulation, for people today hear and are influenced by the voices from Hollywood, Washington, London, Rome, and Moscow. The sheer existence of the radio determines to a large degree our choice of national rulers. It exerts a constant influence on the operation of democratic government. Is it asking too much that educators in this year of decision face the fact frankly that these inventions compel a reappraisal of some of the older methods of education that were based on the primacy of the printed page?

What do Hutchins and the Harvard committee say should be done about these forces of mass education and mass thought-stimulation? Nothing. Nothing at all. They not only fail to recognize the new form of an old force. They failed to recognize the old force itself. The only reference I can find to the radio or moving pictures appears in the 1942 Harvard Report on the training of English teachers. I quote: "The recommended program contains no element of special training * * * in such instruments of education as the radio and the moving picture" (p. 139).

I don't want to be facetious, but the general impression I get from the Harvard Report is that the teaching, let us say, of Beowulf is highly acceptable in a modern curriculum, and that one may devote a substantial part of time in college to pursuing the pronunciation of the phoneme (1) in Wessex during the twelfth century——or indeed anything that comes out of the past, just so long as it can be examined in terms of course content. The fact that "much of yesterday's wisdom is today's banality and tomorrow's boloney" does not trouble the framers of this report.

But I submit that an inherent part of education is to be able to do something as well to know something. I submit further that every educated person ought to know when a thing is proved and when it is not proved, should know how to investigate and to analyze a proposition that confronts him, and how to search for a solution, how to talk about it effectively before others, and how to contribute to a discusion on problems of joint interest.

Above all, I submit that any educational system should produce an understanding in the next generation—and here I am quoting Eric Hodgins, vice president of Time, Inc.:

"That clear and understandable communication between man and man is the most important necessity in the material world; that wars, plagues, pestilences, and famines are eventually to be done away with only through this means. Here indeed is a proposition on which free and Christian mankind can unite as upon almost nothing else."

Mr. Hutchins' grand scheme and the Harvard Report stop short of this vital aspect of education. They fall short, therefore, of offering a full philosophy of general education in a free society.

It is our duty in this year of decision to see that this omission shall not go unnoticed and unchallenged.

VI

Here perhaps I ought to stop. But there is one thing more I want to say, a reference to a fact that ought to make every educator uneasy in conscience, namely the grave indictment against education that those great political and social upheavals which have marked the history of man, have been too largely caused by men of education. The French Revolution, the American Revolution, the Jeffersonian revolution, the Jacksonian revolution—and I forbear to mention political disturbances the past 20 years—represent upheavals in which the underprivileged and undereducated were compelled to overthrow the dominion of the privileged and educated. I grant that leadership in these movements came from a few, a very few, of the educated class. I remind you that the majority of the so-called educated people stood against change, until much of the violence of these upheavals came from delayed pressure which the educated people had helped to create.

To what extent was this due to the kind of education given them in school——that study of the dead past as a dead past, the curriculum criticized by Jefferson as "the regimen of their ancestors,," the educational practices branded by Charles Francis Adams as the "wrong theories and worse practices * * * inflicted on me. And not on me alone."?

The concept of Greek education was, "Know thyself." The concept of some educational planners today is, "Know the Greek," or "Know the novelists of the nineteenth century, including the obscure ones."

I heard a man who calls himself an educator say the other day, "All right, we can make an atomic bomb. So what? That has nothing to do with the college curriculum." That our educational system could produce such a man is an indictment of that system.

THE DOCTOR'S PLACE IN THE FEDERAL MEDICAL CARE PLAN

(*Continued from Page* 17)

of overwork, robs the physician of his required study, reading and thought, so that instead of improving efficiency by experience, there is a constant deterioration of his ability, and, of basic importance, a growing disinclination to be concerned with his patient's welfare."

Perhaps we have quoted enough of the reasons why physicians are not very enthusiastic about introducing into our country a health and medical system depending upon government. If the debater wants to get more of this type of material, write to the National Physicians Committee, 75 East Wacker Drive, Chicago, Ill., for a copy of "Compulsion, the Key to Collectivism." Or to your Congressman and ask for the Hearings on the

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College Handbook Division

Edited by EGBERT RAY NICHOLS

NATIONAL INTERCOLLEGIATE QUESTION:
Resolved, that Labor Should Be Given a Direct Share in the Management of Industry.

MORE ON LABOR IN MANAGEMENT

Dear Dr. Nichols: I was very much interested in your discussion of the national question in the December copy, but there was one statement that I was rather puzzled about. That is your statement that "This statement is intended beyond doubt to be discussed seriously as a *remedy, cure, panacea,* or method of settling, or evading, or getting rid of the strike and industrial dispute."

It seems to me that such an assumption places an impossible burden upon the affirmative which, in any case, has heavy enough burden of proof already. In the questions on world government which we discussed for so many years, it is true that the affirmative plan rather automatically barred other plans of unions or federations, and consequently had to provide in themselves a solution for international strife.

However, this year's proposal would seem to me to be of entirely different nature. If the affirmative can show that giving labor a direct share in management will be beneficial to labor and to the country at large without any serious offsetting disadvantages, it can reasonably claim that such a share should be given. I do not see that it would be necessary to prove that this plan would solve all the problems of industrial strife.

To use an analogy—always a risky thing for a debater—a patient should take a prescribed medicine that the doctor might give if it would improve his health even though it might not cure his dandruff, fill the cavities in his teeth, remove his inflamed appendix, or stop his hay fever.

Perhaps I misunderstood your statement but anyhow we will see what develops as the question is debated. I hope to see you at Linfield next month.

Sincerely yours,
MALLALIEU A. WILSON,
Professor of Speech, Northwest Nazarene College, Nampa, Idaho, January 8, 1947.

My Dear Friend Mallalieu: You have undoubtedly caught me in a careless statement. I haven't said what I was driving at clearly at all.

Everybody has been puzzling over this debate question, and everybody seems to feel that it is hazy, difficult, and not quite satisfactory in setting forth the affirmative duty. All seem to fear that the affirmative will content itself with a lot of bull-shooting, and do its best to blur and conceal its duties in this debate.

You have stated an honest conception of what the affirmative might do. Before I get through I hope to set forth two or three more. Maybe I put the affirmative duty too severely but I can see possibilities in using "labor in management" as a strike and industrial warfare solution—as perhaps our only hope to save capitalism and the American Way of Living. If we continue with this idea that we have founded industry on—the enmity of Capital or Management and Labor—we are headed for destruction. The world of industry can't be divided against itself and live any more than can the Union itself. United we stand—divided we fall. With all the assailants of capitalism closing in on us from all sides—how long can we withstand the inevitable unless we change our ways? Industry doesn't belong on an industrial warfare basis—it can't succeed that way. The interests of management, of capital and labor are the same, their goal, the same—production,, and their pay must come from sales. Hence their interests are common. The more production, the more sales—the more prosperity for both. The war proved that for us. We had to have peace—shop committees, cooperation of management and labor to get the needed war supplies. So there really is a possibility of looking at labor sharing in management as a solution of our difficulty—industrial warfare—as a treaty of peace—as a way of getting upon a more logical basis in industry. There is a line of thinking here for the affirmative, I maintain. I had something like this in mind when I said, "the statement is intended

beyond doubt to be discussed seriously as a remedy . . . method of settling . . . or getting rid of the strike and industrial dispute. From the length of this explanation, anyone can see that I was wrong to try to indicate what I meant in a single sentence. Now whether or not this is a good debate case, I maintain it is a feasible one that good debaters could put over, and I can't see that it adds greatly to the burden. Sometimes it is good sense to take the bull by the horns.

I can see a good case also in outlining the cause of labor from serfdom up through the industrial revolution step by step from labor as a commodity to labor as human beings entitled to human treatment. Entitled to accident compensation, security, old age pensions, health insurance, a voice in determining policies that affect them such as lay-offs for any cause, vacations with pay, overtime pay, guaranteed annual wage or full employment. If labor had a voice much unrest, fear, soldiering on the job to make it last, and unfair practices might be avoided. Labor tied to profits, interested in production and sales personally and financially could aid in management considerably in making improvements and economies. It really could be shown to be a desirable thing. Of course there would be objections to overcome, yet there is a case here.

I believe that your idea that the affirmative burden is to show that labor, management or capital, and the public would all benefit if labor shared in management, is a good way to put a case. An affirmative doing that would not be trying to avoid its burden, or obscure the issues.

Why is it we all fear that the affirmative will try to take advantage of a lamely stated proposition?—because they always have—someone always has. That is why we expect it to happen again—whenever there is a good chance.

Why do I call it a lamely stated proposition? Just look at it and ask yourself if it is a properly stated question of policy. It really isn't, is it? It has no agent stated which is to give labor a share in management. It is like a chicken without a head. Usually we expect a statement of policy to say: Resolved, that the federal government, Congress, the States, the Nations—or some agent should do this or that. That is the established form of statement. Notice that this statement disobeys this ruling of all debate authorities about a question of policy. Is this a statement of policy after all?

Formerly we have tried to debate such propositions as: Advertising is detrimental to public welfare. That is a question of theory. Do you see any resemblance between that statement and: Labor should be given a direct share in management. Isn't that also a theory? How can we make it a matter of policy. Wouldn't we have to say: Resolved that employers, management or capital (whichever agent you choose) should give labor a direct share in the management of industry.

If that is what is meant maybe we can clear up the situation. The burden then would obviously be to show that employers or capital would profit or benefit by such action. This comes back very closely to your point of view, Professor Wilson. It also meets the case, that we are on the wrong industrial basis, and that unless we change, destruction awaits us and the American way. It also meets the evolution idea of labor, and that sharing in management is the next logical step in progress.

Treated honestly along these lines there is a debate in this question, despite its indefinite statement. Plans of action can be proposed such as guaranteed wage, profit sharing, stock bonuses, multiple management, shop committees—in fact, there are many possible suggestions that employers might accept.

Our question as stated is not at all a question of policy but one of theory. We have been used to debating questions of policy and it is a bit difficult to adjust. Possibly it will work itself out better than we have been forecasting. I surely hope so. We shall see what we shall see.

I expect to see some difficulties arise over definitions and issues. Labor obviously means all labor—union and non-union. Union labor may raise havoc with the idea of sharing. Their idea of sharing is to organize foremen and such key labor as now possesses executive and management responsibility. It is obvious that this will bring conflict over orders and over who shall be obeyed: the union or the owners and their management force! That this method of promoting sharing management with labor is not intended to fulfill the affirmative burden, I am sure. I hope no affirmative advocates unionization of foremen, etc., as a proper method of sharing management, as it is meant in this proposition.

Next "should be given." We have already discussed this and have decided that it must imply an agent with power, who must be the employer. Then, "a direct share." What is a direct share. Why isn't "share" enough? How much share? A major or minor one? What do we mean, "direct?" A responsible one, an authoritative one or a cooperative one? Does it imply giving orders in a limited way, or does it mean policy making for the entire establishment? Is "sharing" the key word, meaning it must be mutual or cooperative or agreed upon by a group composed of representatives of employers and labor. Surely it must mean representatives. It wouldn't be possible to have each laborer of thousands and tens of thousands share except through representation. How then are these representatives to be chosen—by the employers or by vote of employees or labor, or dictated by the officials of the union outside and remote from the plant?

Finally, whit is management? Is it merely straw bosses and foremanship, junior executives, department heads, or is it policy making? Is it the determination of how company funds shall be expended? Is it power to determine: wages, purchasing of materials, payment of taxes, insurance, social security, sinking funds and reserves, expansion, repairs, and all the many things that face a responsible business. How far can you put management into these matters hampered by satisfying labor?

Will not the labor have to be trained and tied to profits or financial success in some way? Just how can organized labor, national in scope, fit into this scheme? Surely it can't if industrial warfare is to remain the basis of American industry instead of cooperative effort to produce, sell and share.

BUREAU OF INDUSTRIAL RELATIONS, UNIVERSITY OF MICHIGAN

EMPLOYEE AND UNION PARTICIPATION IN INDUSTRIAL MANAGEMENT

A Selected Bibliography

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DEBATE AND DISCUSSION

Continued from page 5

mentary session with its combination of committee discussion and floor debate, the problem-solving debate developed at the University of Washington[11], and the University of Nebraska debate and discussion conference[12].

Such experiments point to one conclusion: that debate and discussion at their best are complementary rather than antagonistic, that both activities are needed in an up-to-date speech curriculum and forensic program. Why be wedded exclusively to debate or any one form of debate? To discussion or any one form of discussion? Students profit as students and as future citizens from a variety—provided it is not a mere smattering—of forensic forms and experiences, both in the classroom and in extracurricular activities. A balanced speech program is what is needed, and to it debate and discussion can make mutually helpful contributions as team-mates and allies.

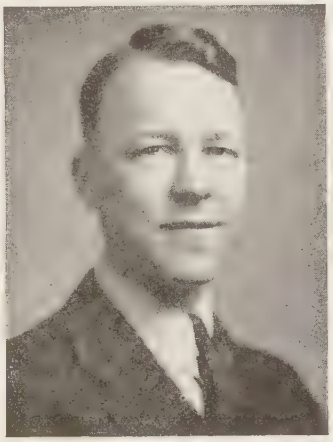
10. For an interesting and authoritative listing, with brief descriptions, of the various forms of debate and discussion, see Milton Dickens, "Newer Types of Debate and Debate-Discussion", **The Gavel**, Vol. 23, March 1941, pp. 52-54; also such standard texts as Ewbank and Auer, Baird, Nichols and Baccus, McBurney and Hance.
11. See McBurney and Hance, **op. cit.**, pp. 336-337.
12. See Leroy T Laase, "The Nebraska Debate and Discussion Conference", **The Gavel**, Vol. 28, May 1946, pp. 53-54.

THE DOCTOR'S PLACE

Continued from page 22

Wagner-Murray-Dingell Bill before the Senate Committee on Education and Labor last summer.

Understand, dear debaters and coaches, I am not an authority on this subject. My information is from the Hearings; you can find it in the same place. Ask for Volume II of the Hearings. The first volume is almost completely filled with affirmative material.



HIGH SCHOOL HANDBOOK

Division

Edited by HUGO E. HELLMAN

THE NATIONAL DEBATE SUBJECT

Resolved: That the Federal Government should provide a System of Complete Medical Care available to all Citizens at Public Expense.

NEXT YEAR'S DEBATE QUESTION

At the Convention of the Speech Association of America at Chicago, Ill., Dec. 27 to Jan. 1, the N. U. E. A. held its regular annual meetings to select the subjects for the vote of the various high school districts on the annual subject. A large group was present at the meetings, and the regular committees were appointed and reported back to the final session. After careful and inclusive consideration of all possible subjects the vote brought to the front the three chosen for the vote this year. They are:

The United Nations should be changed to a Federal Form of Government.

The Federal Government should require arbitration in basic industries.

Hawaii should be granted statehood.

The national headquarters of the NUEA has not as yet sent out the questions for a vote, the phrasing committee probably not as yet having its work finished.

Wise coaches will not wait for the final statement but will begin reading and selection of material on all three subjects in order to know how to vote wisely and intelligently, and thus will welcome some comment to stimulate thought and some bibliography to investigate in order to get a first hand impression of the merits of the questions.

The United Nations

The form of the government of the United Nations is not satisfactory from the American point of view. We incline toward a duplicate of our own form of government and look upon any form less centralized than our own as powerless and ineffective like the Articles of Confederation were over a century ago when our forefathers were debating the form of our own government. There was universal hope in America that the United Nations would evolve quickly into a powerful world government that would insure the peace and put the necessary curbs upon national power. It is true that a world government will never succeed as long as it is inferior in power to the nations. It is also definitely sure that the nations will give up their power only reluctantly and grudgingly as long as there is fear of war in the world, or of injustice, and unfair discriminations in the control and use of the material wealth of the world—that is the natural resources. They are scattered widely and no nation has a monopoly on all of them. There is an innate fear that a world power might not be a just power. Naturally nations hate to yield advantages and strength until they are sure of justice and fair play. The United States of America is one of the foremost of these. That is the reason we feel that the United Nations should have a federal form of government. We would feel safe with that form provided other things were equalized because we are used to it and have had experience with it.

This does not mean, however, that the federal form of government is the best and wisest form for a world government. Certainly many other nations do not think so. They prefer the parliamentary form of government with cabinet responsibility and control in the hands of the legislative body nearest the people. The nations are afraid to let go of the control of the organization for fear of what the people of the world might do through a legislative body. There will have to be a balance or adjustment of power between the people of the world and the nations, just as there had to be in our own country between the people and the states.

It takes a long time to educate all the people to the facts and to the issues, and to get a world mind settled upon a project so all important as a world government.

This subject will make an admirable debate subject to educate our rising generation into thinking in a world wide way and into thinking beyond our own governmental method and principle. Educationally speaking it is a superb debate subject.

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COMPULSORY ARBITRATION OF LABOR DISPUTES

This is an old stand-by in the debate world. As a question it is as important nationally as the United Nations form of government is internationally. There are in this country two conflicting forces called labor and capital or employers and employees. They carry on a constant industrial struggle or warfare, one side in command of the labor unions and the other led by the National Association of Manufacturers.

Like all war their struggle is brutal and uncivilized, barbaric and unfair on both sides. Neither cares greatly about the public or how much suffering their positions and disagreements affect the long-suffering public.

Neither side in this warfare wants to be controlled by the government. They want to be free to strike and to lock-out. They want to run their own affairs. They do not want to be told what to do. The strange thing about it all is that they do not recognize from their own hatred of control that it is hopeless for them to try to tell each other. Yet they dearly love to fight each other and attempt to bludgeon each other into submission.

The public is rapidly coming to the place where peace is demanded. The essence of government is control, power, force, authority. The public is demanding that there shall be no force in this country above that of government, and that all must submit to governmental authority. That is the essential principle behind the demands for arbitration and all forms of peaceful settlement of industrial struggles. Labor and capital will submit to government only when they are caught red-handed and are obliged to. We have John L. Lewis's rebellion freshly in mind, and now that the Supreme Court has added its rebuke, perhaps we shall get a peaceful settlement sooner or later, but that does not mean that we are to have peace permanently until the laws of the United States dealing with the industrial situation are revised and put in proper order to meet the present day conditions. Having the political courage to do this and do it justly and without favoritism demands political sagacity the like of which is what we don't seem to have in our government circles. Taking a square look at it may perhaps explain to us why other countries do not like our system well enough to apply it to the United Nations.

No high school debater should ever be allowed to grow up without a knowledge of the labor question, such as he will obtain from debating the issues involved in compulsory arbitration. As a citizen he needs a knowledge of this subject. Otherwise he is unfit to live and vote in a modern America. No greater domestic issue confronts us than the industrial struggle. This subject is an excellent choice for next year's debate season.

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STATEHOOD FOR HAWAII

This subject is somewhat dwarfed in importance by the paramount importance of the other two, but in its own right is a good subject for debate. It is not one-sided but is capable of a good presentation on either side. True, it is not likely to be chosen in the face of the desire to discuss the other two. Even its best friends admit that, but it was included because three are customary, and because it is an honest, straightforward, subject of considerable importance to Hawaii and to the rest of the country.

It makes an excellent relief subject if the squad tires of one of the other subjects (for they are heavy, both of them) and can be used for an occasion debate when a change is desired, and a little novelty and relief are needed in the program.

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A Resolution

Whereas, there was developed traffic in prepared debate speeches, prepared rebuttal materials, strategy devices, etc., for use in college and high school forensics; and

Whereas, these publications defeat certain basic values of forensics, such as investigation and critical thinking, by supplying pre-selected and pre-digested materials; and

Whereas, the distribution of such materials is possible only because there are purchasers of those materials;

Be it Resolved, that the Speech Association of America urge directors of college and high school forensics to refrain from the purchase of such materials; and

Be it further Resolved, that the Executive Secretary of the Speech Association of America be instructed to send copies of this resolution to the National Officers of the college and high school forensic associations, requesting transmission of this resolution to their member schools.

Forrest H. Rose, Chairman Committee on Debate.

DEBATE ARCHIVES

Incidental accounts and discoveries about the gentle and academic art of disputation and debate in the ivy covered colleges and academies of our progenitors.

Edited by DAVID POTTER
of the Department of Speech of Rutgers University

GLIMPSES OF EXTRA-CURRICULAR DEBATING
1722-1783

DAVID POTTER, *Rutgers University*

IN 1721 six young Harvard men organized a society called the Spy Club and the following year drew up a "Scheme of Proposalls" which included the provision: "That there be a Disputation on Two or more questions att every Meeting, one part of the Company holding the Affirmative, the other the Negative part of ye question."[1] It is unlikely that the charter members of the club considered their actions unusual. Societies of young students or graduates had existed previously. Furthermore, debating was no novelty to men of Harvard. Since the early days of the college, weekly or biweekly Latin syllogistic disputations had been required of all students.[2] What makes this organization unique, however, is that its records are, to date, the oldest of any debating society in an American college.

An examination of the disputes which featured the meetings of the Spy Club gives us an interesting picture of the questions which appealed to early 18th century collegians of a serious and theological bent. As might be expected, the overwhelming majority of questions dealt with clerical principles and metaphysics. Thus:

'Twas then Disputed What Original Sin was and whether Imputed?

Whether Peter denyed X 3 or 4 Times.

Whether anything was added or taken from the Scriptures.

What the Sin against ye H. Ghost (was).

Whether Everything was in God is God.

Whether the Conversion was in a moment.

Whether the happiness of Heaven will be progressive.

Whether the world will be anihilated or only refined?

Occasionally questions of a less religious nature were posed and the members disputed:

Whether humane Souls are Equal.

Whether there be any Infallable Judge of Controversies.

Whether the Term of Man's Life be immoveably fixt.

Once youth overcame environment and the brethren actually debated "Whether it be Fornication to lye with one's Sweetheart (after Contraction) before marriage?"[3] Unfortunately, the minutes do not tell us how this or any of the other questions was decided.

Of a less theological nature were the fraters of Phi Beta Kappa at the College of William and Mary during the Revolutionary period. "Ingrafted" in 1776 "on the stock of friendship, in the soil of virtue, enriched by Literature,"[4] this convivial society specified in its constitution that "four members be selected to perform at every session, two of whom in matters of argumentation and the others in opposite composition," a provision strengthened on August 29, 1778 by a resolution "that the two members appointed to argue, agreeable to Resolve 18th, shall be confined to the subject of the Compositions delivered at the same meeting; and that it be moreover strongly recommended to the other members,

1. "The Telltale or Criticisms on the Conversation and Behaviour of Scholars to promote right reasoning and good manners," Ms. in Archives, Harvard University Library.
2. See Potter, David, Debating in the Colonial Chartered Colleges, pp. 2-4.
3. "The Telltale . . . "
4. The Original Phi Beta Kappa Records, p. 30.

as an additional and improving *Exercise,* to give their sentiments extempore on the same subject after hearing the others."[5]

In this period of duress when politics and legal matters were occupying an ever increasing proportion of undergraduate attention,[6] the brothers pondered such weighty topics as:

The Justice of African Slavery.

Whether Agriculture or Merchandise is most advantageous to a State.

Whether a wise State hath any interest nearer at Heart than the Education of the Youth.

Whether an Agrarian Law is consistent with the principles of a Wise Republic.

Whether anything is more dangerous to Civil Liberty in a free state than a standing army in time of Peace.

Whether a General Assessment for the support of Religious Establishments is or is not repugnant to the Principles of a Republican Government.

Whether in a civil war any person is justifiable in remaining Neuter.[7]

From the very beginning, however, the wearers of *the* key were also interested in more universal questions like "Whether Polygamy is a dictate of Nature or not" and "Whether the rape of the Sabine women was just."[8]

The Yale archives contain only fragmentary information about the activities of colonial debating societies in New Haven. These fragments, however, reveal that The sons of Eli were active in extra-curricular forensics long before the Revolution. In 1753, with the backing of President Clapp, the Fellowship Club was founded, flourishing, we are informed, until the establishment of its great successor, the Linonian Society, in 1768.[9] Unforunately, available minutes of the club record only meetings held from November 6, 1766 through February 6, 1767, and the subjects of the debates listed as part of the literary exercises are not transcribed. Nevertheless, we do learn that on November 6, 1766, "the meeting was opened by an Extempore dispute" and that a "forensic dispute" followed on November 13.[10]

Just what the members of the Fellowship Club discussed must remain unknown until missing records are uncovered. We may surmise, however, that they were of the same catholic nature which distinguished the disputes of the Linonians in 1772:

Whether the Knowledge of Mathematics is equally or more advantageous than that of the Languages?

Whether the Dictates of Conscience are always to be followed.

Whether it is right to enslave the Africans.[11]

New Brunswick also boasted of an active colonial society. As early as November 27, 1773, a group of Rutgers men was holding regular meetings "in order to polish our Minds, and beautify our Manners." Unlike the other colonial organizations, the Athenians did not, at first, consider debating a polishing or beautifying art. Not until February 20, 1782, was it decreed that "Disputation be introduced and henceforth considered and appointed as one of the Stated exercises . . . . . [12] The members, however, made up for their tardiness by the specificity of their provisions which furnish us with an unsually clear picture of early debate regulations:

Ordered . . . That at every Stated meeting of the Society it shall be lawful for any member to propose a subject for disputation, which if approved by the President, shall be entered on the minutes, and that the person so proposing shall have the privilege of choosing the side of the question.

Second . . . That if more subjects than one shall be proposed on the same evening, it shall be in the breast of the President to determine which one of them shall be disputed: and that the other shall remain in *status quo* untill proposed, approved and entered at some Subsequent Stated meeting of the Society.

Third . . . That if no Member propose a Subject, it then shall be the privilege and duty of the President to offer whatsoever to him shall seem proper which shall be deemed and considered as a good and proper Subject & Entered accordingly.

Fourth . . . When any Subject shall be so ascertained the President shall ask who will offer themselves as parties to the proposed disputation. And if hereupon each of the parts shall not be voluntarily accepted, it shall be the duty of the President to nominate and appoint such persons as to him seem proper as parties in the same: and if more persons than one shall offer for each or either of the said parts, it shall then be in the power of the President to determine which of them shall have the preference.

Fifth . . . That every Subject proposed approved and entered as aforesaid shall be argued before the Society on the Third evening after such proposition and approbation and not sooner.

Sixth . . . That the persons engaged on any Subject shall not be required to perform any exercises in the Society other than reading and speaking during the time they shall be preparing for the impending disputation.

Seventh . . . That the Respondent on every Such Subject shall within the space of one week after appointment deliver his argument in writing to the Opponent and that he within the space of one week

Continued on Page 63

5. Ibid, pp. 16, 22.
6. See Burritt, Bailey B., Professional Distribution of College and University Graduates, p. 16 and Potter, D., op. cit., pp. 44-47.
7. The Original Phi Beta Kappa Records, pp. 61-62.
8. Loc. cit.
9. Welch, L. S. and Camp, Walter, Yale, Her Campus, Class-Rooms, and Athletics, p. 92.
10. "Yale University Fellowship Club Records: Nov. 6, 1766-Feb. 6. 1767," Ms. in Yale University Library.
11. "Records of the Linonian Society 1768-1790," Ms. in the Rale University Library.
12. "Transactions of the Athenian Society from the year 1776 (1773) to 1786," Ms. in the Rutgers University Library.

Special Feature Division

BOWLING GREEN UNIVERSITY

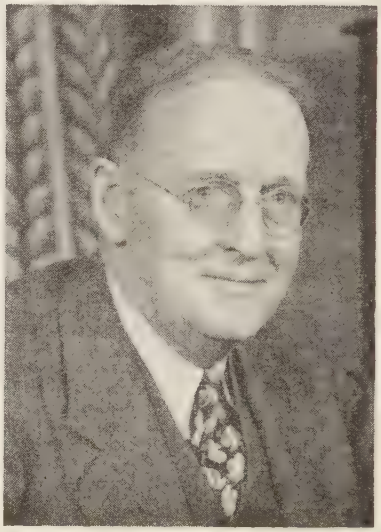
Scene of the next Pi Kappa Delta Convention

By GLENNA SMITH

Bowling Green, Ohio

BOWLING GREEN State University with an approximate enrollment of four thousand students is built on the level plains of northeastern Ohio. Twenty miles away is Lake Erie, whose waters change the boundaries of once famous Indian territory. Sandusky, Maumee, and Perrysburg were Indian battlegrounds. Over these level plains courier de bois laid their route and Mad Anthony Wayne defended his newly organized country at the Battle of Fallen Timbers, eighteen miles from Bowling Green.

By 1900 the Indians in this region had been subdued sufficiently for the Ohio State Legislature to turn its attention to other matters, and so in 1910 a bill calling for the founding of a normal school at Bowling Green was passed. At that time the last Iroquois were sent back to Christopher Columbus and we proceeded to turn out our own Indians. Classes were first held in 1915, and in 1935 the college became a University, broadening its programs, offering courses in varying fields.



DR. FRANK J. PROUT,
President of Bowling Green State University

National sororities made their appearance on campus in the spring of '43. Since then six have been added to the list along with four national fraternities. There are several local groups on campus, too.

Honoraries on campus include every field from music to mathematics. Departmental clubs offer opportunities for expansion in a particular field. Athletics are not neglected, basket-ball ranking as a favorite sport. Using the natatorium is another activity for pleasure-seeking students. The "nat" is always shown to visitors with more than the usual pride.

Falcon's Nest, our student union, is a popular place here at Bee Gee. Students drop in for a coke or for a meeting with a pal to talk over the morning's chemistry exam. Sometimes, of course, it is more pleasant just to forget the exam, and so the old standbys of communism, the iron glove, the labor situation and politics in general are hauled out and hashed over again. Occasionally a broadcast hits the air from the Nest. Excitement runs high; the building is packed with eager laughter and clapping hands. Of course sometimes the Emsee has to tell us when to laugh, but we're always willing to oblige.

The town of Bowling Green has a population between seven and eight thousand. This past year many of those residents have opened their homes to students. But the people of Bowling Green do even more than that. Once each year the new freshmen are organized into a snake line and run downtown where they form a huge circle at four corners, the busiest intersection in town. Policemen good naturedly straighten out the traffic confusion and passers-by smile indulgently at college antics.

War changed life here at Bowling Green as it affected other colleges throughout the country. Idle pleasures were transformed into worthwhile objectives. Dorms once occupied by women were taken over by snappily

PICTURE PAGES

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1. Entrance gateway to Bowling Green State University, Ohio.
2. The Library, Bowling Green University.
3. Kohl Hall—formerly for men, now used by Freshman girls.
4. Choosing the queen for the annual year book of the college.
5. The Delta Gamma Sorority House.
6. The Natatorium in the College Gymnasium.
7. Shatzel Hall—A Women's Dormitory.
8. On the Sidelines at a football game.
9. The gridiron—The game is on.
10. Meeting the Team.

uniformed V 12's V 5's, and Marines. Platoons of drilling sailors became a familiar part of campus routine and offices for naval headquarters were prepared in the main building. Marching and military balls lent a new atmosphere to an increasingly busy University. Sailors competed in debates and marines participated in round table discussions. An airport was purchased and flying became a part of the curriculum.

Growing is one word that describes Bowling Green University today. The campus covers 105 acres and has twenty-six available buildings. A trailer camp equipped with electricity has been established for married vets. Building projects to be used as men's dorms are under construction. A Veterans' organization has been formed and a system set up for assisting vets in obtaining their checks. The student employment committee is another recently added group which facilitates the obtaining of part time work for campus people. The faculty has been increased to meet the growing demands of an expanding program and increased enrollment, but nevertheless night classes are common. The social program which originally was quite a problem has been partially solved by the variety of events held on the same night. No one building would suffice as an auditorium or gym for 4000 students. Consequently, other attractions were featured so that every student could attend some kind of entertainment on the weekend nights. The cosmopolitan atmosphere of a big university is a new element for Bowling Green, an element which has been accepted and modified to fit our needs.

Since Toledo is only 20 miles from Bowling Green, a coed can board a Saturday morning bus and spend the day looking for a pink pull-over, size 48. The museum there is a drawing card with its varied exhibitions. Occasionally students have the opportunity of seeing celebrities such as Helen Hayes and Maurice Evans perform or hearing Nelson Eddy. Fremont, home of President Hayes, offers an interesting memorial of her favorite son.

The university still retains the friendliness of a small college and the cooperative attitude of the administration, of the faculty, and the students makes life pleasant as well as challenging. We hope you too will feel at home at Bowling Green and carry on the friendly spirit of the University campus. Welcome to Bee Gee!

EDITORIAL *and* COMMENTS

DR. BRIGANCE'S ADDRESS

One of the things most worth while at the Chicago Convention of the Speech Association of America was the magnificent address by President W. Norwood Brigance, of Wabash College, Indiana, at the opening session on Monday morning, Dec. 30. Seldom has a more stimulating, sensible, and significant address on education come out of any of our speech conventions. This address stands upright and outright for speech training, for debate, discussion, and talking things out as a necessary democratic method, as a practical education for citizenship now and in the future, and is willing to let the dead past bury its dead. Dr. Brigance admits the scholarship of knowledge of the past, its literature, art and philosophy, but he isn't willing to fall down and worship it, to the exclusion of preparing to live in an atomic age. He sees no sense in spending several years studying the endings in Chaucer or Anglo-Saxon, when so many more important things are needed in a vital education for today. His criticism of the Chicago plan and of the Harvard Report are straight out from the shoulder, and they really hit home. As a Harvard man who has always resented the Harvard conception of the appropriate approach to the Ph. D. and the whole modern interpretation of the Humanities approach to modern education, the editor would like to sit in the Amen corner and encourage Dr. Brigance with frequent audible demonstrations.

WHY?

There are many things the matter with Speech but it would survive them all with a fair chance if it wasn't for the foibles and follies and narrowness and lack of vision of the Speech teachers themselves. We have been our own worst enemies. Speech has suffered most from the foolishness of members of the family. What do I mean by saying this? Well, Speech is a pretty broad discipline in the curriculum as conceived today — so broad that we have few general practitioners any more and too many specialists. Because Speech covers so many big and important subjects like drama, speech science, public speaking, speech correction and many others, a great many of our teachers specialize on one subject to the neglect of Speech in general. Their next reaction is to undervalue and discredit all else in Speech not covered by the Special subject specialized in. Speech correction and Science sneer at Choric Verse, and Discussion cries out against debate; drama has nothing to do with debate and contests—the entire teaching personnel (except for a few broad and well disciplined minds) ride specialized hobbies and say nasty things about the other elements others think important in speech. This constant sneering and back biting, unfriendly criticism and discrimi-

nation, does not really advance the particular interest that anyone is interested in. It merely drives away sane and judicial persons and makes them doubt the efficacy of speech, and encourages them to look lightly upon a group of persons who do not have any faith in their colleagues, and who are always knocking something well within the boundaries of their own chosen profession. What can a wise or discreet man do about such unwise and silly procedure? Turn his back upon the whole half-baked personnel, or try to get his unwilling comrades to see that Speech is greater than the concept of any one individual, that it is greater than the concept of any one group that lives within its mansion, that Speech would be respected more if its disciples had more tolerance and more respect for its many specialized followers.

As it is now, who gets the educational plums—the new buildings, the necessary additional teaching force, the increased salaries, the position of honor in the educational realm, in the college curriculum, in the attention of the better students, is it speech?

Or is it every fad and fancy in education that can put organized power and concerted action behind its ideas and educational program?

Why must Speech pull apart, disintegrate, and encourage antagonisms and prejudices, when we need unity, good will and understanding, and tolerance. Why?

ALAN NICHOLS

From such a pessimistic and discouraging attitude as the last editorial raises, what a relief to turn to a scene of gratitude, appreciation, and honor and respect such as the former debaters and graduates of the University of Southern California, who have been on Alan Nichols' squads in debate and speech contests for the last 25 years, gave their beloved coach and mentor when they gathered several hundred of their number together for a testimonial dinner on the occasion of the 25th year of his service at the University of Southern California. There was something inspiring in the gratitude and affection in which these men and women hold their professor and leader of college days. For them he is more than a teacher, or a skilful coach of debate, he is a friend, the friend who taught them courtesy, sportsmanship, ideals and led them into a fuller and better life. They are frank to say so—and it wasn't guff or flattery. These men and women were sincere in honoring Alan Nichols. And may we say they were right. He richly deserves their regard as a man, a gentleman and a genteel sportsman. It was refreshing to stand on the sidelines and see a real demonstration of what a real teacher's reward is and should be. More power to you Alan! And more power to your squads!

THERE ARE A LOT OF PLEASING PEOPLE

Some of the most delightful people in the world are the people who always have a word of appreciation for a good piece of work, for a task well done, for an ideal served and carried forward in an able and courageous way. Thank God for such people. They are the salt of the earth. They can praise where praise is due instead of going off to nurse prejudice and jealousy and ill-will. The praise and appreciation that has come to this magazine on the occasion of Robert D. Clark's article in the last issue, deserves our acknowledgment and our congratulations to Professor Clark. His article was generally commented upon favorably, and many of our readers are demanding more of like quality.

And while we are handing out the compliments we want to express our appreciation of our staff of department editors and writers. We have been faithfully served and most fortunate in our writers. We could not get along without them. In this issue we announce the debut on our staff of another busy man who is honored by his colleagues for his excellent work, and who will fill a much-needed place on our staff—Our New Radio Department Editor—Prof. Hales Aarnes of Stephens College, Columbia, Mo.

The Editor was asked to select a group of persons to prepare and present the debate section oft he Program at the National Convention at Chicago. The following took part: Roy D. Murphy, Louisiana State Institute; Richard C. Reager, Rtugers University, New Jersey; Carroll P. Lahman, Albion College Michigan; Alan Nichols, University of Southern California; and George M. Musgrave, of Des Moines, Iowa. The program these men gave was well received and generally appreciated. The Editor has received many compliments on the program, and many special comments in appreciation of the work of each of the men on the program. The attendance was excellent for a section placed at the very end of the convention when all were getting anxious to sign out and get on their way to their homes.

In this issue we introduce for the first time "Debate Archives." It will appear occasionally under the editorship of David Potter, of Rutgers College, author of *Debate in the Colonial Chartered Colleges*. We are glad to welcome him into the editorial family.

We leave out this time the Specimen Debate to make room for Dr. Brigance's address, which we felt had a greater claim upon our space in this number. The Specimen Debate will return in future numbers.

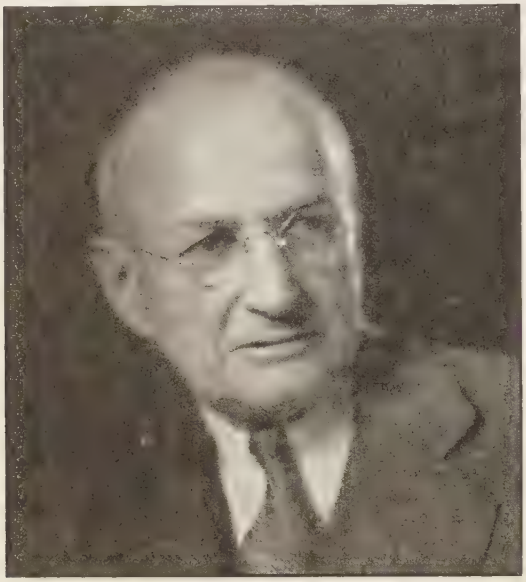
TAU KAPPA ALPHA

College of William and Mary is taking steps to get its chapter on a going basis for the post war activities.

Western Michigan College of Education at Middleville, has three coaches on the job. Anna E. Lindblom has Women's debate and discussion; Dr. G. Blyton has Men's Depate and discussion, and Albert Becker has extempore speaking and oratory.

The new governor of New Mexico, Thomas J. Mabry, was recently initiated into Tau Kappa Alpha. His son Thomas Mabry, Jr., is a member of the debate squad of the University at Albuquerque.

SPEECH PERSONALITIES



RALPH BROWNELL DENNIS

By James J. Barry

June, 1896. The high school graduating class of Traer, Iowa, sat stiffly erect on the platform. As the exercises neared their conclusion, one of the class members strode toward the rostrum to deliver his address. He hardly needed an introduction. The boy's father, Jabez Bunting Dennis, was known throughout the country. As Mayor of the village, commander of the G.A.R., merchant, politician, and banker, Mr. Dennis always managed to make a name for himself, with the aid of a brass band and the American flag, delivering thunderous oratory. Now, as his son spoke, Mr. Dennis lamented the fact that his boy showed none of his own self-assurance, for midway in the speech, the boy's memory failed him. He forgot his lines.

In the awkward interval that followed, Ralph Brownell Dennis scratched his head, deep in thought. Though at a loss for the right words, he did, nevertheless, seize the opportunity to remind the home folks, "You should see the new oil stove they just got in down at the hardware store today."

When the laughter subsided, Ralph Dennis finished the speech. Unsucessful though it may have been, it served a purpose, for Ralph Dennis promised himself that never again would he undergo such an ordeal.

As a matter of fact, he never did.

Being a leader in his chosen profession, Ralph Dennis delivered countless lectures, presented literally thousands of interpretative readings, and observed pedagogical thought extending from the demonstrative affectations of the late nineteenth century oratory down to its present artistic conception. As the century turned, Ralph Dennis, then a youth of nineteen, pedaled on his bicycle some three hundred miles to the doors of the Cumnock School of Oratory on the Northwestern University campus. There he remained four years, studying under the founder of the school, Robert McLean Cumnock, and a competent private instructor, Miss Agnes Law, profesor of Interpretation at the school. Both of these teachers were responsible for the selection of Dr. Cumnock's succesor, the man who was to become the first Dean of the School of Speech at Northwestern University, and who, unknown to them at the time, would guide the school through thirty odd years of academic growth.

Cumnock had one primary aim—to train people to read well, to recite well, an art in which he was a master. His text, *Cumnock's Choice Readings,* became the Bible of the school, with additional supplements furnished by Rush and his disciples, notably Russell.

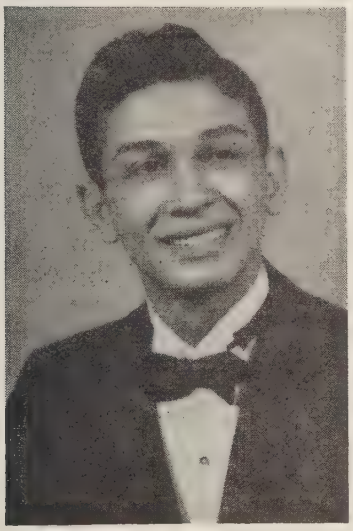
Agnes Law taught by indirection rather than by imitation, as did Dr. Cumnock. At that time, private instruction was *the* integral part of the School of Oratory. Equipped with great human understanding, Miss Law directed Ralph Dennis both as a student and as a friend. Thus, when Dr. Cumnock stepped down as Director of the school, his pupil succeeded him, combining the oral skill of his predecessor with the intensity and awareness of Agnes Law, while at the same time retaining his own individuality, imagination, and philosophy.

Dean Dennis was never conservative. He believed that progress halted with one's inability to foresee the fundamental evolution of man and his needs. Applying this principle to his school, he adopted, from time to time, sweeping changes in curriculum, as well as in faculty.

As a teacher, the "Skipper", so named by his students, predicted the range within which the field of speech extended, carrying it far beyond the interpretative skill demanded by Cumnock. Under his direction, the School of Speech, projected speech courses into the realm of argument and debate, later into theatre, with the introduction of experimental play production, then into the field of speech correction and psychology, finally into radio.

Continued on Page 43

Outstanding Student Speakers



INTRODUCING EDMOND REGGIE

We present Edmond Reggie, a versatile student speaker of Southwestern Louisiana Institute, Lafayette, Louisiana. He distinguished himself in intercollegiate forensic circles by winning a total of twelve first places and twelve second places in oratory, extemporaneous speaking, radio speaking, after-dinner speaking, debating and public discussion contests. As a matter of fact, he won at least one championship in every contest in which he participated during his brief college career save after-dinner speaking and poetry reading; he usually placed second in those contests.

Reggie's record is rather impressive when one considers the fact that he participated in only eight tournaments during his three undergraduate years. Travel restrictions contributed to barring him from some tournaments, and the college's accelerated war-time program enabled him to complete the requirements for his degree in three years.

In the Fall of 1943, Reggie entered S. L. I. with practically no high school forensic experience; he had participated in only two interscholastic oratorical contests. He got off to a pretty good start in intercollegiate competition by placing second in oratory, extemporaneous speaking and debate at a tournament sponsored by Sam Houston State Teachers College, Huntsville, Texas. During the remainder of his freshman year, Reggie won seven of the eight individual speech contests in which he participated. He placed first in oratory, extemporaneous speaking, and radio speaking at the Louisiana College Speech Tournament; he placed first in oratory, extemporaneous speaking and radio speaking and second in poetry reading at Pi Kappa Delta's provincial convention; and he later won the Louisiana Intercollegiate Peace Association Oratorical Contest. The manuscript of his prize winning peace oration received honorable mention in the National Intercollegiate Peace Association Contest.

Because of unusual war time conditions, Reggie participated in only two tournaments during his second year in college. He got off to a slow start at the first tournament, but he placed first in oratory, extemporaneous speaking and radio speaking in his second and final tournament of the year, the Pi Kappa Delta Provincial Convention.

During his third and final year, Reggie ranked high in individual speech contests, entered and won his first public discussion contest at the Savage Forensic and won his first debate tournament championship at the Trinity Forensic.

Even though Reggie entered debate at only six of the eight tournaments in which he participated, he and his colleague won one championship and four second places.

Reggie was active in many college activities. He held positions of responsibility in eleven campus organizations; he was president of two of them. He served as sports editor for the college newspaper. His name will be included in the 1946-47 edition of *Who's Who Among Students in American Universities and Colleges.*

Reggie is now enrolled as a freshman in the College of Law of Tulane University of Louisiana.

RALPH BROWNELL DENNIS

Continued from Page 42

Dean Dennis was himself no scholar in the academic tradition. Aside from his Bachelor of Arts degree, he held only honorary degrees, including a Doctorate from Wabash College. His mental horizons,, however, were limitless. His mind, his energy, his enthusiasm, were a constant stimulus to his staff. He entrusted to his faculty—"we are a team working for the good of our students"—his utmost confidence in matters in which his own knowledge met technical limits.

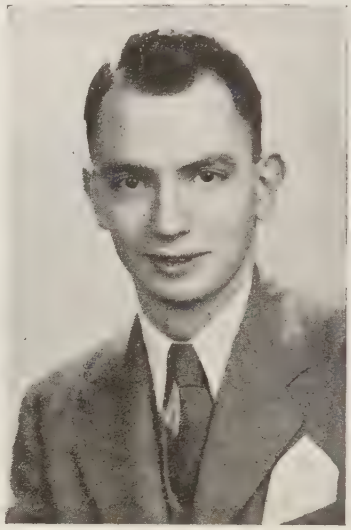
He steered the School of Speech by a basic philosophy which applied equally to all aspects of the speech training. His aim, his drive, his goal was to stimulate the imagination of the individual student, to make him "come alive."

Continued on Page 55

TECHNICALLY SPEAKING

Question Box or Department of Technical Information

GEORGE McCOY MUSGRAVE, Editor



Here Are the Answers

Several more questions of general interest have been received since the last issue, and as usual, we'll do our best to answer them. Readers who have ideas, comments, or questions which they would like to see discussed are invited to send them to the magazine at Redlands.

1. What is meant by "no new argument in rebuttal"? —L. H. F.

Debate teams are not permitted to introduce new *constructive* arguments in the rebuttal period. Constructive arguments may be defined as asserted advantages or disadvantages in the proposed plans (assuming, of course, that the topic is worded in the usual manner). There is no limit, however, to the amount of new *evidence* or new *reasoning* which may be introduced in the rebuttal period so long as this new material applies to constructive arguments which were introduced earlier in the debate by one of the teams.

2. How would you define the terms "status quo" and "counterplan" in debate?—G. R. A.

Negative teams are permitted by the proposition to defend either the *status quo* or a counterplan. That is, either they may defend conditions as they are now (with possible slight evolutionary changes), or they may defend conditions as they intend to make them under some plan of their own. In the former case, the affirmative has the burden of proof; in the latter case the negative has the burden of proof. In other words, in the former case the affirmative is required to show that its proposal would be better than leaving present conditions alone; in the latter case the negative is required to show that its proposal would bring about a set of conditions more desirable than the conditions which would result from the affirmative plan's adoption.

3. I wonder if there isn't some pamphlet that you have explaining the standard steps and procedure and timing in the Oregon-style debate.—J. P. K.

A similar question in the last issue (page 257) partially answers this inquiry. The general idea of the Oregon debate was explained there. The present question calls for a more detailed answer, however, and we shall try to supply it.

The small book "Competitive Debate", H. W. Wilson Company, New York, 1946 (second edition), $1.25, contains the following information:

	PAGES
Rules for Oregon debating	23-26
Stage furnishings for Oregon	44
Order of speeches and time	45
Timekeeping procedure, including Oregon	46-48
Technique of questioning	68-77

Almost all of the other texts published in the last decade contain explanations of the plan.

The most popular speaking order seems to be the following: Constructive and rebuttal speeches are held in the normal manner, but a questioning period follows *each* constructive speech. Timing varies; 8-5-8 gives 68 minutes of speaking time without curtailing too seriously the length of the constructive speeches. This style is as follows:

	MIN.
First affirmative constructive speech	8
First affirmative questioned by second negative	5
First negative constructive speech	8
First negative questioned by first affirmative	5
Second affirmative constructive speech	8

Second affirmative questioned by first negative	5
Second negative constructive speech	8
Second negative questioned by second affirmative	5
Negative rebuttal-summary	8
Affirmative rebuttal-summary	8

It will be noted that the order in which the questioners appear has been juggled somewhat; for instance, the first affirmative speaker is questioned by the second negative rather than the first negative. The purpose of this is to prevent the necessity of anyone giving a constructive speech immediately after participating in a questioning period.

The questioner must confine himself to questions, and must not make statements or comments. The answerer must give short but not necessarily yes-or-no answers. He must confine himself to answers, and not question the questioner or make comments on other subjects.

The questions asked may pertain to any matter relevant to the problem under discussion, and the questioner is allowed wide latitude with regard to the relevancy of the questions.

The witness must answer every question unless he can show that it would be unfair or unreasonable to expect him to answer.

Either debater may appeal to the chair to enforce the customary questioning procedure. The time consumed in such appeals is not counted.

The witness must answer the questions put to him without consulting his colleague.

Ordinarily the tables and rostrum are arranged so that the questioner may stand at the rostrum and address his questions to the witness while the latter remains seated at his table.

In radio debates, time not consumed in a constructive speech is added to that team's next questioning period in order to bring the program back on schedule.

4. What is the largest number of intercollegiate debates ever held in a single year by one school? How about high school debates?—V. E. O.

I'm sorry, but I don't know. At the recent convention of the Speech Association in Chicago, Professor Reager of Rutgers mentioned that his teams took part in 226 intercollegiate debates in a single year recently, and with quite a large number of individuals participating. There have been some heavy schedules in the South, too; for example, at Louisiana's Southwestern Institute, R. D. Murphey reports that some 85 debaters, with 22 new members, attended last spring's banquet. I suspect that this school may have chalked up some records. Professor Wayne Thompson is an example of a Midwest director whose teams have handled schedules in the same order of magnitude as Rutgers, if I am not mistaken. The Pacific Coast has not been exactly inactive.

It might be mentioned also that some high schools participate in one or two hundred debates a year.

Readers who know of instances where a single college (or university) took part in more than 226 debates—that is, intercollegiate debates—in one year are invited to communicate with the magazine. Readers who can report heavy schedules handled by high school teams are likewise invited to provide details for publication.

As for the quality of debating done where heavy schedules are maintained, it has been my observation that there is a direct correlation. More activity means a greater total amount of training. Some prefer to spread this training over a large group of students and others prefer to concentrate on the most talented, but, barring other factors which may alter or nullify this situation, the total amount of training given to the group is generally directly proportional to the amount of activity at that school. A heavy schedule means that the director and his staff, and the students, have done a great deal of work and in all probability have done a great deal of *good* work.

DEBATE TECHNIQUES

ED. NOTE: *For those who do not see "The Rostrum" of the NFL, we reprint this article from the January,* 1947 *number.*

WHAT IS MY DUTY?

By WILFRED MYERS, A.B., B.S. IN ED., LITT. M.
Debate Coach: Struthers (Ohio) High School

Recently we had the above question "put to us" by an experienced debater. A short time later in judging debates, one of the Western Pennsylvania teams appealed to yours truly "as the judge" in almost the same vein. This led to some serious thinking and the following outline which was prepared to present to my public speaking class as they started the unit on "Debating" and as a check list for the debaters and N. F. L. members to use in seeing whether they had done their job fully. It is presented here for what you may believe it worth. We would appreciate your comments either "pro" or "con" on it. Further, we would appreciate any variations of our points or any other points that you believe to be a duty of one of the speakers.

First Affirmative

1. Tell why we are debating the topic and emphasize its importance.

2. Define such terms (not necessarily all words) as need clarification.

3. Divide the affirmative case to show what each speaker will do.

4. In case you are arguing "necessity," present arguments to show that there is a need for the proposed change. This should be the crusading part of your speech. Here it might be well to ask the negative how they are going to meet your arguments, your plan, etc.

5. If you have the time, present part of the plan by which the affirmative will make the change.

First Negative:

1. If the affirmative has argued "necessity" . . . take a definite stand on their points. If they did not show there is a need for a change, show what bearing this has on the debate.

If the affirmative did argue "necessity" . . . show that this does not necessarily prove that the affirmative proposal is needed but that "some other method or cure will be more effective than the present."

2. Get the negative offensive rolling by attacking the affirmative plan, point by point.

3. Outline your negative plan of attack. After refuting the opposition, take a definite constructive stand to show that the negative is not necessarily destructive only.

Second Affirmative

1. Restate your colleague's "necessity" point (or, whatever points they proved) and defend it if it has been attacked by the first negative.

2. Make clear the complete plan of the affirmative. It is easier to win friends (and influence the judge) by taking a clear stand than by trying to be evasive. Don't be afraid to be aggressive in defense of your plan. This marks a good debater!

3. Show the benefits that might be accumulated by adopting the affirmative plan.

4. In closing, again, make the position of the affirmative clear.

Second Negative:

1. Analyze the affirmative plan, if one has been proposed, and show its faults.

2. If benefits have been mentioned refute them by showing that they will not necessarily arise from the affirmative plan. (If the affirmative has not proposed benefits . . . hit what they did propose!)

3. Show the harm that might arise from the affirmative proposal.

4. Give a summary of the negative points. This does not mean to summarize the debate at this stage. Wait until later for this!

REBUTTAL

First Negative Rebuttal:

1. If you do not feel that the affirmative plan has been defeated, attack it again. If possible, from a different angle or angles.

2. Again refute the affirmative necessity points—if they made them.

3. NOW summarize the debate by showing how the negative case stands at this point of the debate.

First Affirmative Rebuttal

1. Defend your plan.

2. If you argued necessity—defend your necessity points.

3. Analyze the negative's attack, thus far, and show its inherent weaknesses.

4. SUMMARIZE the points the affirmative has made and show how they have weakened the negative case.

Second Negative Rebuttal:

1. Attack the points made by the first affirmative rebuttal speaker. This is a must. It is your last chance!

2. Defend the negative's total plan of attack.

3. Summarize the debate by showing what the negative has done to the main affirmative points—"necessity", "benefits", "practicability" or whatever they were. Be sure that you have refuted all the main contentions of the Affirmative and pointed out how this was done.

Second Affirmative Rebuttal:

1. Defend the spots which have been shown as weak in your case.

2. Attack the negative method of solving the main problem or lack of any solution.

3. SUMMARIZE the debate by showing what the affirmative has presented and how this has been defended against the attack of the negative. DO MORE THAN MERELY RESTATE THE AFFIRMATIVE POINTS . . . show that you know what has happened to these points in the course of the debate.

Well, there is what I'm telling my debaters. I'm not claiming originality for these points because I have read similar points. But, this is what I am telling my debaters and I believe what should be told to every debater before that N. F. L. District Tournament. What do you think?

DEBATE JUDGING OUTLINE

Based on the following principles:

1. Decision must go to the team doing the better debating; or more specifically,
2. Decision must go to the team doing what the proposition demands; or still more specifically for a topic worded in the usual manner.
3. Decision must go to the affirmative if it shows that the proposed plan should be adopted; otherwise the decision must go to the negative.
4. Delivery, or manner of presentation, is given full consideration in the following outline, since it is a means to an end (the communication of ideas) only. Delivery must not be considered separately, for so doing would result in it being counted twice.

The possibilities:

I. *Where the negative supports the status quo*:

a. The plan is shown by the teams to have advantages and no disadvantages.
Decision: Affirmative.

b. The plan is shown to have no advantages.
Decision: Negative.

c. The plan is shown to have both advantages and disadvantages.
Decision: Either team, depending on (1) the demonstrated importance of the advantages and disadvantages, (2) the number, if each is shown to be of equal importance, and (3) the degree of certainty attached to each after refutation and counter-refutation.

II. *Where the negative supports a counterplan*s

The affirmative is required to show that its own plan is better than the *status quo*, unless the negative admits it. If the affirmative fails to do this:
Decision: Negative.

If the affirmative does show that its plan is better than the *status quo*, and

a. The counterplan is shown to have advantages and no disadvantages with respect to the affirmative plan.
Decision: Negative.

b. The counterplan is shown to have no advantages with respect to the affirmative plan.
Decision: Affirmative.

c. The counterplan is shown to have both advantages and disadvantages with respect to the affirmative plan.
Decision: Either team, depending on (1) the demonstrated importance of the advantages and disadvantages, (2) the number, if each is shown to be of equal importance, and (3) the degree of certainty attached to each after refutation and counter-refutation.

G. M. MUSGRAVE,
January 1, 1947.

Debate Judging Ballot

EUGENE C. CHENOWETH, PH.D.
Director of Debate and Associate Professor of Speech, Indiana University

ED. NOTE: *Here is another response to the article by Edward S. Betz in The Forensic—upon which we held a symposium in the September issue of the Debater's Magazine. This article appeared in the October Forensic.*

According to a recent FORENSIC article by Edward S. Betz, the forensic students of the Province of the Pacific included, "Inadequate judging is one of the major faults of collegiate tournament debating." Perhaps the same criticism could be leveled at debate judging in general. In their proposal for improving the situation, these students suggested, "Judging could be improved by the nation-wide adoption of a uniform ballot containing adequate instructions for the use of the judge and a sufficient number of points on which to evaluate the speakers."

Believing that many debaters, directors of debate, and judges concur in the opinion of the students of the Province of the Pacific, the writer recommends a judging ballot which includes the following items: analysis, evidence, argument, organization, adaptation, refutation-rebuttal, language, delivery, and persuasion. Similar ballots are used by Baird and some other writers.

In addition to checking each speaker on the judging ballot, the judge should write a brief criticism of each debater on the back of the judging ballot. The negative team's criticism should be written on the left half of the sheet, and the affirmative's on the right half. The manager of the tournament should tear the ballot at the perforated line and give each team its ratings and criticisms at the close of the tournament.

JUDGING SCALE

Affirmative Team

Round..... Time.....

The Judge's ratings: 1 — Very Poor, 2 — Poor, 3—Fair, 4—Good, 5—Excellent.

First Affirmative Speaker

	1	2	3	4	5
Analysis					
Evidence					
Argument					
Organization					
Adaptation					
Refutation-Rebuttal					
Language					
Delivery					
Persuasion					

Second Affirmative Speaker

	1	2	3	4	5
Analysis					
Evidence					
Argument					
Organization					
Adaptation					
Refutation-Rebuttal					
Language					
Delivery					
Persuasion					

Total Score

Affirmative's Total Score

Negative's Total Score

Speaker's norms: Below 24, Inadequate; 24-32, Fair; 33-41, Good; 42 and above, Excellent.
Team's norms: Below 48, Inadequate; 48-64, Fair; 65-82, Good; 83 and above, Excellent.
Exercising my honest judgment, I vote

for the team.

Judge

Second Negative Speaker

	1	2	3	4	5
Analysis					
Evidence					
Argument					
Organization					
Adaptation					
Refutation-Rebuttal					
Language					
Delivery					
Persuasion					

Total Score

Affirmative's Total Score

Negative's Total Score

Speaker's norms: Below 24, Inadequate; 24-32, Fair; 33-41, Good; 42 and above, Excellent.
Team's norms: Below 48, Inadequate; 48-64, Fair; 65-82, Good; 83 and above, Excellent.
Exercising my honest judgment, I vote

for the team.

Judge

JUDGING SCALE

Negative Team

Round Time

The Judge's ratings: 1 — Very Poor, 2 — Poor, 3—Fair, 4—Good, 5—Excellent.

First Negative Speaker

	1	2	3	4	5
Analysis					
Evidence					
Argument					
Organization					
Adaptation					
Refutation-Rebuttal					
Language					
Delivery					
Persuasion					

The construction of the above ballot is based on three principles. First, if a judging ballot is to make possible an adequate evaluation of debate, such a ballot should include the items which are the chief units of instruction in reputable textbooks on argumentation and debate. Second, a long list of items is cumbersome and decreases judging fficiency. Closely related items, therefore, should be combined. Third, a rating scale of medium length is practical. Numbers 1, 2, 3, 4,, and 5 represent very poor, poor, fair, good, and excellent.

Three objections to the use of a judging ballot are frequently raised. First, there are those who say that directors of debate, judges, and debaters can not agree on a list of items of effective debating. We concede that not all persons interested in debate choose the same items, but we believe that a majority of the professors of argumentation and debate agree generally as to the elements that are fundamental in this area of speech education. To support this statement, let us turn to reputable argumentation and debate textbooks published during the past half century, all the way from Baker to Baird. What common elements of debate do we find in these books? The items that are in the above judging ballots appear most consistently.

Some authors designate the same elements by different names. For example, one author refers to "per-

suasion" as "winning the audience." Another writer speaks of "organization" as "arrangement." Who would object to differences in the name of an item so long as it expresses the idea? Is it not true that a rose by another name smells just as sweet? We believe, therefore, that a large majority of directors, judges, and debaters *do* agree in the selection of the elements essential to effective debating.

Second, some sincere individuals object to the use of a judging ballot because they believe it is hardly possible to weigh the items in proper proportions. In answer to this objection one might ask, "Why should some items be given more weight than others? Is argument more important than organization, delivery, or persuasion?" Frequently conscientious speakers advance commendable proposals, but, because of ineffective delivery, the use of inferior language, or inadequacy in some other essential element in public speaking, they are unable to influence their audience to accept such proposals. Sometimes a strong case rightly fails to win a favorable decision from the audience and the judge because the speakers are crude in the presentation of their case. They are weak in delivery, persuasion, adaptation, and in the use of language. In making a figurative comparison, one might ask, "Which is the most important: the motor of a car, the tires, the fan belt, or the steering gear?"

Returning to a literal consideration of weighing the various items in a debate rating scale, one might inquire, "Are a person's arguments more valuable to society than the ability to convey them effectively?" Let us look at specific instances. A minister, possessing a progressive philosophy of Christianity, lacks the ability to express it in the pulpit. His congregation soon encourages him to seek another pastorate. Which is the more useful, his sound philosophy of Christianity or the ability to present it? Another minister comes to this church. He has the ability to speak well, but has few ideas. The congregation, soon becoming aware of his poverty of thought, insists that he move to another church. Which is the more valuable, the ability to speak well or the possession of stimulating ideas? A third man, possessing impelling ideas and the ability to express them, is employed by the church. Because of his capabilities to think logically and to speak effectively before an audience, he serves well and long. Should one argue, therefore, that some elements of debate be given more weight than other items?

Third, there are judges who object to the use of any form of a judging ballot, because they think it is psychologically unsound. These persons evidently believe a debater makes a total impression on the judge without the conscious recognition of or evaluation of the speaker's quality of performance on the separate items in a judging scale. It appears that these judges think they can arrive at a fair and sound decision in a debate without actually knowing how or why they arrive at that decision.

This viewpoint raises several interesting questions. For example, if a decision is made from a general impression without the judge knowing how or why, then how can he stand before the two teams, their directors, and the audience and attempt to give an intelligent critic-decision after the debate? What are the bases for his criticism? Does the judge arrive at a decision as the result of a general impression made by each speaker and then evaluations of each debater on evidence, argument, delivery and other items to justify his decision in the eyes of the audience, the debaters, and the directors? Is it not more practical and scientific to evaluate each speaker on specific items in a judging ballot during the debate, and to add the total scores of the speakers on each side to determine which team did the better debating? The judge, furthermore, by referring to the judging scale, can explain how he arrived at his decision.

A decision based on a general impression is similar to a conclusion drawn from empirical observation. On the other hand, a decision made by the use of a judging scale is analagous to a conclusion formed through scientific investigation.

Judging a debate may be figuratively compared to appraising the valuation of a car. If a person can more efficiently set a price on a car by inspection, evaluation and summation of specific items in the construction of the machine, it seems logical to conclude that an individual trained in debate can make a more valid decision through the evaluation and summation of separate elements of effective debating.

Debating is more than stating strong arguments and citing an abundance of evidence. Debating consists of finding the truth, organizing it clearly, and presenting it in such a manner that the audience will accept it. The specific processes involved in effective debating should be given due consideration in judging a debate. It is recommended, therefore, that judges employ some type of judging scale to aid them in arriving at a decision and to assist them in making critiques.

THE NATIONAL FORENSIC LEAGUE NATIONAL CONTESTS

The Rostrum of January 1947 carries the news that the National Contests in Extempore Speaking, Original Oratory and the Declamation Contests will be held this spring—May 2, 3—at the Jennings High School, St. Louis, Missouri.

Unforunately, debate is not to be included, as the National Association of Secondary School Principals has not as yet approved the resumption of high school debating upon a National scale.

Most of the states, however, will hold state-wide contests in debate.

In addition to such affairs on a state basis, district, regional and interstate contests will be held to determine who shall reach the finals at Jennings High School the first week in May.

ORATORY SECTION

EVAN E. ANDERSON, Editor

THE PROMISED LAND

By Joe Ikeguchi
University of Redlands, Redlands, California

Note: Winner of First Place at the Western Association Tournament at San Jose, California, November 25-27, 1946 in the Men's Division of Oratory. Also winner at the Linfield Tournament.

A child born into the society of man is racially classified. In the realm of Christendom the newly born babe is believed to be created equal. And so I speak of a child, an American lad! He was a different kind of an American, different because his features were distinctly noticeable. The child was a Nisei born to alien parents of Japanese extraction. This lad was I.

When my parents came to America, I'm sure, they had a mental picture of a vast democracy. A large country, a city, a community or factory, and a farm or a simple home of their own. Here in America my parents decided to build a home and to rear their children.

Like all America's pioneers, they brought nothing in the way of material things, but with them came one dynamic driving force—faith of a common man, a determined faith in our popular government—a government that fosters life, liberty, and pursuit of happiness for all classes of people.

It was this belief in Democracy that continually encouraged people like my parents to toil in the fields from dawn to dusk and to withstand the prejudices and animosities inflicted upon them. They worked so that their children might one day find an opportunity for a free way of life, in a land frequently disturbed by jingoists and race baiters.

From my teenage I recall one incident which will always remain with me. One day my father spoke to me quite frankly.

"Son, some day not far off the United States of America and the Empire of Japan may be at war. If that should happen, naturally you must fight on the side of your native land, America!"

I was then about 15 years of age, at a rather dangerous stage, for then, a lad feels he knows all the answers to life's problems. I hastened to express my belief, "a war between the two countries was not possible, and that there was no cause for such a war." This much I had learned in the public schools.

Our conversation did not end here, dad went further. "If war comes, your father and mother, your younger brothers and sisters and even yourself may be placed in a war camp for the duration."

I confess the last statement was too much. I remember how in my boyish manner I became vociferous and told my father in no uncertain terms how wrong his beliefs were. "I'm a citizen, and an American! I have my rights and the equal protection of the laws."

Indeed, I was provoked, yet, a little disappointed, since I've always regarded my father's opinions with the highest esteem.

This incident was nearly forgotten with the passing years. Then, in the midst of trade embargoes, abrogation of treaties, and in the threat of war, it happened! The world was plunged into another war. The truth of that conversation suddenly loomed vividly in my mind, and I learned the spoken wisdom of my father was not mere empty words.

When war came upon the people of the United States, the Nisei felt it keenly. We had a two-fold purpose—to fight for the country of our nativity and at the same

time prove our trust and worthiness to her. At first it seemed the Nisei had little cause to worry since our place in America did not appear to be in jeopardy. For several months after the outbreak of the war our lives continued without interruption. We were attending schools, carrying on with our farms and small businesses.

Then over night the fire spread and the conflagration rose. The people on the west coast, gripped with war hysteria, demanded that the Japanese in America be rounded up for the duration. Shortly thereafter Japanese on the west coast, both aliens and citizens alike, were evacuated to the ten Relocation Centers created throughout the West. I recognize that the war hysteria and conditions were primarily responsible, and perhaps no single individual or group is to blame, but at the same time I like to say, I'm proud of my racial heritage, I'm proud of the stand taken by the Nisei in America during the war. It is without doubt that never in the annals of American justice was a group of people more abused, humiliated, and falsely accused.

These young Nisei, although enclosed behind barbwire fences, expressed their desire to prove that a grave injustice was being committed. Rather than fight suspicions and intolerance with words, they preferred to do it through noble deeds. They wanted to join the ranks of America's fighting men. That dogged determination finally won the sanction of the War Department. They created a Japanese-American combat team.

Overseas the 442nd Combat Team proved its devotion and achieved renown and recognition. The Presidential Unit Citation was conferred upon this organization seven times. The greatest generals of the Army —MacArthur, Clark, and Eisenhower, said of them, "The fightenest unit among the great fighting men within the army of the United States."

The late Franklin D. Reoosevelt said, "They are men who have won the right to be called American."

When men of the 442nd unit began to return home, many wounded and disabled, a number of embarrassing incidents ocurred throughout the United States.

In one instance, a Nisei veteran on crutches, decorated with military distinctions, entered a barber shop in a small town in Arizona. The proprietor saw only the characteristics of a Jap, and asked immediately, "What's the matter, bud, can't you read?" and he pointed to a sign, "We don't cater to Japs!"

When word spread around to a few of the leading citizens in the community about what took place, they acted quickly. They circulated a petition pledging not to trade at this barber shop. As a result the barber was forced to move from the community.

No doubt all the discriminatory incidents throughout the United States were not satisfactorily met; however, the fact remains, AMERICANS are awakening to the realization that racial differences must not prevail.

I wonder if the people in America have at long last learned the greatest lesson taught to man, the brotherhood of man! Or will we again repeat the mistakes of our predecessors?

In voicing my convictions, I have this to say: These United States were not made great by a few selected groups, nor was this country conceived in liberty all at once by our Founder Fathers. America is a representative of the rich, the poor, the layman, the banker; people from all walks of life and people of every creed and color.

We must put an end to these widespread forces of race baiting. If we do not, we shall revert into a society of fascists. We must have racial equality and fellowship among men, or we shall remain divided in a half-slave, half-free world. It was our late Franklin D. Roosevelt who aptly said, "Americanism is not a matter of race but of mind."

Today, the ebb and flow of our human society is drawn closer together politically, economically and socially. And in the family of man, it is the individual who shall determine the kind of society we are to have in the future. We must not lose our faith in man's judgment for decency and fair-play; we must not lose faith in the ideals and moral ethics embodied in our laws and institutions. If we do, America will fall in line with the rest of the has-been nations in the passing parade.

With silent lips, "Give me your tired, your poor,
Your huddled masses yearning to breathe free.
Send these, the homeless, the tempest-tossed, to me.
I left my lamp beside the golden door!"
This is my America! *The Promised Land.*

Remarks for the Good of the Order

SOME DIFFICULTIES WITH DISCUSSION

By Lt. (JG) David M. Grant
Former Coach of Forensics, Hastings College, Nebraska Delta

It all started back in the spring of 1944, when we were setting up the discussion contest in the state meet of the Nebraska Intercollegiate Forensic Association. The previous year we had arrived at a scoring sheet with a fairly satisfactory reliability of .77. This time, however, we had the students judge each other as well as be scored by the critic judges. Twenty students discussed in two rounds and were judged by six different judges.

Not until this summer were all the student ballots

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tabulated and although the immediate significance of the contest has passed, they do indicate a problem which I doubt has changed much during the intervening seasons.

The ballot was one used on previous occasions. Each item was scored on a basis of 1 to 5 (1—inferior; 2—mediocre; 3—satisfactory; 4—excellent; and 5—superior). The following five items were judged: 1—Analysis and definition; 2—Knowledge and evidence; 3—Reasoning and skill in critically evaluating all points of view; 4—Social and cooperative skills evidenced in group relationships; and 5—Voice, diction, and delivery.

For purposes of analysis the average scores given the five best speakers and the five poorest speakers were tabulated. It seemed reasonable to concede that the coach judges be used as a criterion since they, if anyone, knew what values were being sought in discussion.

The following represents the average scores given to those speakers by the students participating and by the judges:

Best 5 Discussion Speakers

	Students	Judges
1. Analysis and definition	3.39	4.06
2. Knowledge and evidence	3.39	4.00
3. Reasoning and evaluation	3.50	4.16
4. Social skills and cooperation	3.33	4.13
5. Voice, diction, and delivery	3.46	3.86

From the foregoing table it will be noticed that in every instance the judges scored higher than the students. The average difference was .63.

Poorest 5 Discussion Speakers

	Students	Judges
1. Analysis and definition	3.47	3.03
2. Knowledge and evidence	3.40	3.36
3. Reasoning and evaluation	3.20	3.36
4. Social skills and cooperation	3.23	3.39
5. Voice, diction, and delivery	3.29	3.07

In the case of the poorest speakers, the students scored higher than the judges on 3 out of the 5 items. If more data were included it might be possible to verify the suggestion that students score with less range between the good and poor speakers, scoring good speakers lower than judges and poor speakers higher than judges.

But the payoff of this short study comes in comparing the average scores given the best and the poorest speakers!

Differences Between 5 Best and 5 Poorest Speakers

	Students	Judges
1. Analysis and definition	—.08	1.03
2. Knowledge and evidence	—.01	.64
3. Reasoning and evaluation	.30	.80
4. Social skills and cooperation	.10	.74
5. Voice, diction, and delivery	.17	.79

On the items of "Analysis and Definition" and "Knowledge and Evidence," the students scored the five poorest discussion speakers higher than the five best speakers as determined by the judges! And on the other three items the difference is so small as to suggest that the discrimination is very slight. If the judgments of the participating speakers had prevailed, the honors and recognition would have gone to the poorest speakers! Something's wrong!

This is part of the answer. The Nebraska Intercollegiate Forensic Association, like every other well intentioned group of its kind, originally weighed down by debate and oratory and now branching out in discussion, radio speaking, ,and after dinner speaking—such organizations still place the emphasis on debate and oratory and use participants who are most efficiently trained in those activities. Thus, when a coach takes a group to enter a tournament, he takes debaters. And when he fills out the entrance sheets he puts his debaters in discussion, using the same finesse that a track coach uses when he puts a 100-yard dash man in the shot put event. "They're both track events, aren't they?"

Another difficulty lies in the fact that discussion is still fairly new on the forensic programs in many areas and until students are properly trained and experienced, we can expect poor work.

It need not follow that a good debater cannot be a good discussion participant. I believe he can be and can be so trained. But I deplore an academic activity where the participants don't know what they are doing, why they are doing what they are doing, or what they expect to gain thereby. For such was the condition in this one tournament and I suppose that similar conditions can de duplicated elsewhere. If we are going to retain discussion, and most of us believe we should, let's give it the dignity it deserves by training our people in the requisites of that activity. (From the Oct. *Forensic.*)

TRIBUTE TO NFL

The purpose of the N. F. L. is primarily that of furnishing a motivation for speakers to grow and improve. Someone has said that 75 per cent of effective teaching lies in effective motivation. We in the N. F. L. have one of the most effective methods known—and we fail to use it because we don't want to bother with record keeping! We can frighten people into achievement—or, as does the N. F. L., we can make the activity so interesting, so exciting, so satisfying a person will want to participate. Our N. F. L. point system supplies that motivation. For a person to make the most points at a tournament, he must give the best speech of which he is capable. He may not get first place—but if he makes the 5, or the 15 or 20 points needed to secure a new degree, the tournament is eminently satisfactory. Keep your point records up to date, keep your students aware of their progress and their standing and you will have a full entry list in your tournaments.

Someone has criticized the N. F. L. because its motivation is artificial. Nonesense! Rather let us say it is "life-like". Golf's great appeal is based on the same theory. The Army, the Navy, use the same system.

Sales organizations, civil service and merit systems, use similar motivation and rankings. Business men wish to know similar academic rankings when they write schools for grades and references.

So we in the N. F. L. are preparing young people for a very large part of their later life.

Some would abolish competition. They fail to understand that there are just two possible systems. Either we have the totalitarian state, with its moitviation by fear, punishment and repression, or we have a free enterprise system with its motivation by reward, praise, honor, position and its instrumentality of competition, competition for the voter's favor, or the boss's good opinion, or the crowd's cheers.

So, let's all use the N. F. L. for what it is intended to be used, as motivation for individual growth and individual improvement.

WHY NOT DEBATE BY RADIO TRANSCRIPTIONS?

Many colleges and universities are faced with a limited budget for debating activities. Distances and costs have made competition with many such colleges prohibitive, so those schools must limit their competitive meets to surrounding areas.

Debating by radio transcriptions, though still in its infancy, offers an outlet for many of us.

This type of debating has been carried on in the past by Bates College, Universities of Iowa, Texas, and other speech schools. Many of these schools have found it not only valuable as an educational device, but equally enjoyable.

Whitman College is beginning its first year of such debating.

Due to the numerous commitments of radio networks, the total time of the debate is often 14 minutes. In the event that a school does not wish to broadcast the debate, it can of course take on any desired time limit. Since a majority of such transcriptions total 14 minutes, the debate can take on the following procedure:

1st Affirmative Constructive Speech, 3 minutes.

1st Negative Constructive Speech, 3 minutes.

2nd Affirmative Constructive Speech, 3 minutes.

2nd Negative Constructive-Rebuttal Speech (for one speaker), 4 minutes.

Affirmative Reputtal Speech (for one speaker), 1 minute.

After the transcription of the first affirmative speaker is received by the negative school, the latter has six days to return their record. When all transcriptions have been made, each school makes a complete recording for their own use and broadcasts over their local station.

True, one cannot make too expansive an analysis in seven minutes, but it surely teaches conciseness, and it is enjoyable. Why not try it?

L. R. Newcomer.
Whitman College.

RADIO SECTION

RADIO ANNOUNCING: A PRELIMINARY VIEW

By Hale Aarnes and Kenneth Christiansen
Stephens College Radio Department

Radio announcing is one of the new and interesting professions. It has arisen as another evidence of the increasing power of science in man's living. Radio announcing is itself an artistic rather than a scientific enterprise. It owes its very existence to the scientific concepts and experiments which have made telephone and radio possible.

In its short span of existence, the profession of radio announcing has already produced a series of personalities whose names have become well known in the English speaking world. From Graham McNamee to Ken Carpenter, radio announcers have left their imprint. The presentation of the men and the speech styles have been diverse as exemplified by such men as Bill Hay, Everett Mitchell, Ted Husing, Andre Baruch, and Milton Cross. However, this article is not concerned with the history of radio announcing. It is intended to give the student of radio announcing a succinct but rather comprehensive overview of some of the factors which are useful in this new profession.

The word "profession" is used advisedly, because as practiced by wise and skillful announcers, it represents a combination of ability and training which is professional.

It is not trite to say that the radio announcer needs an excellent education. That education consists of more than class room experiences; that education consists of those qualities of living which tend to increase the individual's judgment and discrimination. The factor of language alone and the accompanying factor of phonetic skill in mastering difficult pronunciations is indicative of the fact that an announcer's achievements are not accidental. Announcers, like actors, must be able to fit their work into varying kinds of social milieu which

are limited only by the imagination of the author of the script.

As the foundation of any announcer's success there are two kinds of knowledge. One kind of knowledge can be partially learned in schools. The other must probably be mastered by intelligent adjustment to the problems of day to day living. The latter of these involves the ability to understand, get along with, and like people. The announcer's voice must possess qualities of warmth and friendliness which cannot be entirely assumed, but must have some source in the announcer's basic personality.

In the schools and colleges, however, the announcer can be taught to discern the basic difference between speaking and writing. These differences, which may have first been discussed in the literature of speech by the late Dr. C. H. Woolbert, are essential, for the announcer is using the tools of speaking and writing in a dynamic situation which calls for the utmost psychological understanding and skill. Good writing, writing attuned to the nuances, the impetuousness, the nongrammatic exigencies of everyday speech must serve as the basis of the announcer's stock in trade. If the announcer is fortunate, he will possess the skill to write his own copy. But in many cases, sometimes due to the pressure of success, the announcer must read someone else's copy. Here again he will be fortunate if the writer can write material which fits his, the announcer's, own personal speech style. It also goes without saying that the announcer must posses a delivery which is casual and relaxed. The finest persuasion is swift, disarming, and unobtrusive. Some of these factors can be and are being taught in classrooms in American colleges and universities .

On this foundation the structures of effective announcing are built. To each the announcer must give due consideration.

The announcer must be aware of the fact that he is the sponsor's calling card. The sponsor's campaign for good-will is spear-headed by the announcer as guest in the radio home. He is the "neighbor" next door just in for a friendly chat. He must be friendly without being familiar. He must be authoritative without being pedantic or without being arrogant. He must be artful without being studied.

The announcer must have a sense of time. A sense of time means a sense of being "on time." Punctuality is a "must" in radio. Before going on the air the announcer must take time to check all details, to see that the script is in order, to check any typing errors, check pronunciation, and to check word meanings, if necessary. Radio demands, too, a sensitiveness to minutes and seconds. Radio operates on a split-second basis. Furthermore, the announcer must have a sense of time as it relates itself to interpretation. Emphasis, pause, rate, rhythm—call it pointing the lines, reading for meaning—call it what you will. With a sense of time he gives meaning to words; with a sense of time he projects ideas.

The announcer must have a sense of collaboration. Radio is not a one-man show. The station personnel, studio personnel—producer, control room operators, sound men, musical director, the cast—all are part of the radio team. Cooperation with all is essential. Routines vary from station to station, but the announcer wherever he is working, must know thoroughly the regulations and the routines prescribed by the station.

The radio announcer must be aware of the fact that the average radio audience is a pedestrian audience—a pedestrian audience both physically and mentally. Let us consider each of these aspects. The listening audience may be on the move——there is a phone to answer, a call to be made, the doorbell to acknowledge, a cigarette to get, an ash tray to empty, a bumped head to ease. Mentally, the day's activities may be passing in review—or the anticipation of the evening's activities, thoughts of month end bills to be paid or any one or more of a thousand and one thoughts may race through the mind of the average radio listener. It is that pedestrian audience the announcer must reach. Physical movements must be arrested, or made mechanical while the message of the sponsor is delivered. The thoughts that occupy the mind must be eased to one side. Attention and interest must be directed to the greetings the announcer brings.

The announcer must be aware of acceptable speech standards. Call it a philosophy of working language if you like. Speech standards concern themselves for the most part with considerations of acceptable patterns of articulation and enunciation. Pronunciation guides should stem from the standards set by the educated people of the region in which the announcer works. Theirs will be an acceptable standard for pronuciation. Enunciation can be defined as the proper vocalization of syllables. Articulation refers to the vocalization of syllables in word and phrase patterns—those patterns which give identity to words through sound and rhythm patterns.

One must consider also, the general matter of microphone technique. Two related factors bear consideration. First, the announcer is talking to an audience of a single person. Second, rather than project the voice to a large hall or a spacious assembly room, he is directing his voice to a microphone just a few inches from him. The resulting technique is as varied as was the performance of the Grecian orator straining every muscle as he addressed the Ecclesia from atop the *bema* and Socrates in intimate conversation with his inquiring students and friends. It is not as simple as the remark of a Dean of a College of Fine Arts would indicate. Said the Dean, "Any good musician could master in five minutes all the radio techniques there are to master." That statement has a fine rhetorical ring. But a few moments of serious thought, or a few minutes

spent in listening to successful radio announcers, or the simple expedient of trying to do some radio announcing will soon teach one that the road to mastery of announcing is as long and arduous as the developing of other skills in presentation. And the speaker in the contemporary world must have mastered the technique of the hall and of the microphone.

Radio announcing offers a rich new field for the teacher of speech, A field which opens new doors for the student who desires to develop his speaking and writing abilities. Not since the Sophists discovered the art of using words has a greater opportunity existed for the practice of rhetorical skills. Both teachers and students will find in this area an educational opportunity that will bring a reward that can be measured in significance which is social as well as academic.

RALPH BROWNELL DENNIS

Continued from Page 43

"I agree," he once said, "with Stewart Pratt Sherman that students want something badly. They want to to be licked into shape, to be used, to be made to function in this world. We consider it our job in the School of Speech to find a way to awaken and liberate the life of the student, to make him come alive.We believe our task as teachers of speech is to kindle the will, the emotions, to sensitize the mind, to fill it with light and make it desirous and eager."

This "dictum" became the golden rule by which Ralph Dennis lived and taught. With such a concept, he equipped prospective teachers of Speech to assume their places in the field, equipped them with the tools by which to make a life, as well as a living.

"Cy" Dennis fought administratively for national recognition of certain standard criteria needed by the teacher of Speech. He urged requirements for graduates in the field of Speech be such that half of their college work include courses in argumentation and debate, extemporaneous speaking, persuasion, story-telling, play production, and teaching methods. He urged, too, a sane conception of platform speaking as a means of simple communication, "different only in degree from the ordinary conversation, not as an ocult, not as an art or trick to be learned." As far back as the early part of the 1900's, he suggested a deeper study in the field of psychology as related to speech, a more scientific knowledge of the voice and its production, and a greater interest on the teacher's part in instructing people how to *think.*

Though his Deanship was one in time of national reformation within the Speech profession itself, where standards, ideas and concepts fluctuated and were outmoded with each passing year, Ralph Dennis kept pace with the changes, with a tolerance that held no ironclad devotion to any particular school, theory, or thought.

To sell himself and his program in Speech, Dean Dennis commanded a unique personality. His *ehtos* alone would have penetrated the most dire skepticism. Living, to him, was not a process that stopped with physical age. Constantly he grew and extended his activities. During the first World War he volunteered his services as a Y.M.C.A. worker overseas; he was a Vice Consul in Russia during the revolution. His travels took him to Europe in 1926; in 1939 he embarked on a trip around the world. He knew the United States well, likewise Canada, Mexico, and South America. His friends were legion, whether on the Chicago "gold coast," or in the slums of Halsted Street. His home extended hospitality to the rich and poor, to the theorist, the religious, the student, the banker—it matered little to him so long as they offered thought.

As a rapid and inveterate reader, he accumulated a library extending from Aristotle to Dewey, over the realms of science, art, history, language. Having, as he did, a powerfully persuasive voice and manner, a dry humor, spiced with a vocabulary of effective speech phrases not always to be found in Webster's dictionary, he proved to be a human dynamo.

His "materials and backgrounds" for Oral Interpretation was an epitome of the man. Ralph Dennis therein combined the essence of creative thinking with the proper evaluation of four years of college life. Appending a small fee, aside from the tuition, the Dean invested in thirty books,—his favorites. Course requirements included, "a daily journal of events that pricked you into a consciousness of living; read one of these books a week and submit, not a book report—have read the books—but rather describe what the book did to you, how it made you think, what it made you do. Last assignment: A term paper, subject, 'ME,' subtitle, 'How I Got This Way.'" At semester's end, Ralph Dennis had inevitably succeeded in opening the mind and heart of every student in the class. He had planted the seeds for growth. "They must be planted," he said, "largely by indirection, but any good teacher worth his salt must do it."

In June of 1942, Dean Dennis retired from Northwestern University. Three months later he died. Typical of the man were the instructions he gave: There was to be no pause in the school's routine, no memorial service. Someone was to say, "He was among us. We knew him. Now he is no more. Close ranks, forward march."

The ranks can never be completely closed. His shadow, like that of all great men, still touches the lives of those he influenced. His students use his measuring rods; his dynamic mind still jolts them out of mediocrity; some parallel of his thinking lives in their teaching: they see more sharply; understand more deeply because he directed them in the ways of awareness.

Ralph Brownell Dennis lives on, not primarily as a teacher, not as Dean of Northwestern's School of Speech, but as a great human being who knew the importance of speech as a means of communication, but who knew, too, that speech is only as effective as is the individual who utters it.

THE FORENSIC WORLD

THE PI KAPPA NATIONAL CONVENTION

Bowling Green University, Bowling Green, Ohio, will entertain the National Pi Kappa Delta convention on its campus April 6-11, 1947. Whether or not this is to initiate a series of post-war conventions on college grounds remains to be seen. The custom of Pi Kappa Delta for many years has been to select a city of the size of Tulsa, Topeka, Wichita, Lexington somewhere in the southern part of the Middle West (or should we say Mississippi Valley) charter a hotel that would accommodate 800 students and their mentors in debate and arrange for a big high school with a large number of recitation rooms for their contests. At Topeka, the State Capitol building was used for the Student Congress.

The last convention in 1942, now almost pre-war in our thinking, was held at St. Paul, Minn., the largest city used so far for a Pi Kappa Delta gathering, and a northern one—also unusual—as many colleges send their teams and representatives by automobile, and driving in early April has always been safer in the Southerly section of the Middle West at that time of the year.

We take from the Pi Kappa Delta Forensic the write-up and arrangements of this spring's convention:

THE SCHEDULE OF EVENTS

Sunday Evening

Special memorial program for convention delegates in the college auditorium at 8 p. m.

Monday

9:00 General Assembly
10:30 Round I Oratory
1:00 Round I Discussion
1:00 Drawing for Extempore
2:00 Round I Extempore
3:30 Round I Debate
4:45 Round II Debate
7:00 Meeting of province governors
8:00 Informal Mixer

Tuesday

9:00 Round III Debate
10:30 Round IV Debate
1:00 Round II Discussion
1:00 Drawing for Extempore
2:00 Round II Extempore
3:30 Round II Oratory
7:00 Business Meeting in college auditorium

Wednesday

9:00 Round V Debate
10:30 Round VI Debate
1:00 Round III Discussion
1:00 Drawing for Extempore

DR. EVELYNN KENESSON
Professor of Speech at Bowling Green University, Hostess to the Pi Kappa Delta Convention

2:00 Round III Extempore
3:30 Round III Oratory
7:00 Meeting of provinces—if desired
8:00 Stunt Night

Thursday

9:00 Round IV Oratory
10:30 Round VII Debate
1:00 Round IV Discussion
1:00 Drawing for Extempore
2:00 Round IV Extempore
3:30 Round VIII Debate
8:00 Social Evening—Semi-formal Dance

Friday

9:00 Business Meeting—college auditorium
1:00 Round V Discussion
1:00 Drawing for Extempore
2:00 Round V Extempore
3:30 Round V Oratory
6:00 Convention Banquet—college gym

TOURNAMENT COMMITTEEMEN

Men's Debate: Chairman Glenn Capp, and D. J. Nabors.
Women's Debate: Chairman T. A. Houston and Harriett McPhetres.
Oratory Committee: Chairman Vernon Utzinger and F. L. D. Holmes.
Men's Extemp: Chairman J. Dale Welsch and John Randolph.

Women's Extemp: Chairman E. H. Evans and Ellen Gould.
Discussion Committee: Chairman Wilbur Moore and Paul Crawford.
Judging Committee: Chairman Sherod Collins.
Nominating Committee: H. M. Jordan, chairman, and Carl Dallinger and Mrs. Olive M. Johnson.
Constitution Revision Committee: Chairman Enid Miller, Charles Battin and William Schrier.
Resolutions Committee: Chairman Maurice A. Hess.

RULES FOR CONVENTION CONTESTS

Participation

1. Each delegate attending the convention must pay a registration fee of $3.00. This covers the banquet ticket, admission to all meetings and contests, and the social evening. Entry fees for participation in the convention contests and discussion shall be in addition. However, participation in these events is contingent upon the payment of this fee of three dollars.

2. Each participant in the convention contests and discussion shall be a bonafide student, graduate or undergraduate, who has not already had four years of forensic participation previous to 1946-47, and who has not been a regularly enrolled college student for four years prior to 1946-47, and who is carrying a minimum of twelve hours of college work with passing grades at the time of the convention. He shall be a member of Pi Kappa Delta or shall have filed a tentative membership application with the national secretary and sent in his initiation fees.

3. All entries must be sent to the national secretary so as to show a postmark not later than March 6, 1947. Entries mailed later than that date will not be entered. The entry fee shall be $1.00 for each event entered; the entry fees shall be sent in with the entry blank.

4. All competing chapters must provide at least one coach, or qualified judge, for assigned service in running the tournament. No school will be permitted to enter the tournament without furnishing a judge unless the delegation is limited to one student representative. If any coach feels he cannot meet all assignments, he is requested not to enter contests in the tournament.

5. There shall be separate contests for men and women in debate, extemporaneous speaking, and oratory. Gold medals will be awarded to winners of superior rating in each contest; certificates to those winning excellent rating.

6. Trophies will be awarded to the four chapters with the most points in men's contests and to the four chapters with the most points in women's contests. Certificates of "Excellence" will be awarded to the next eight high ranking chapters in each division. In determining the high ranking chapters, points will be given in each contest as follows: Superior rating (first six places)—5 points; Excellent (next twelve places)—4 points; Good (all others placing in upper half)—3 points; for participation—1 point.

7. All arrangements for contests not covered by the rules shall be in the hands of the individual contests committees and the director of tournaments.

Oratory

1. Contestants. Each Pi Kappa Delta chapter may enter one orator in the men's and one in the women's contest.

2. Orations. Orations shall not exceed 1200 words in length, and shall contain not more than 120 words of quotations. All orations must be the original work of the contestants. All quotations shall appear definitely as such in the manuscript. Each contestant shall send a typewritten copy of his oration to the national secretary not later than March 6, 1947. The oration delivered in the contest must conform to the manuscript submitted.

3. Contests. The contests shall be held simultaneously, the number of such contests being determined by the number of contestants entered, it being provided that not more than seven speakers shall appear on one program. Each orator shall appear in four rounds. Then the highest eighteen shall participate in a fifth round.

4. Method of Judging. Three judges shall be appointed in each preliminary contest, five in the fifth round. Each judge shall rank only the three highest ranking speakers, first, second, and third. In tabulating the results, all other speakers in each contest will be given a ranking of fourth. No judge shall tie two speakers for first, second, or third places. The judges may comment on the speaker at the close of the round, but should not reveal their decisions.

5. Rankings. The six highest ranking orators shall be awarded the rank of "Superior." The twelve next highest ranking orators shall be awarded the rank of "Excellent."

Extemporaneous Speaking

1. Contestants. Each Pi Kappa Delta chapter may enter one speaker in the men's and one in the women's contest.

2. Subjects. At least two months before the convention, the national council shall announce a general subject for each contest.

The extemporaneous speaking subject, from which topics will be chosen is: "Threats to World Peace."

3. Subtopics. The contest committee shall arrange for the securing of sufficient and suitable subtopics.

4. Drawings. One hour before the beginning of each contest, the contestants shall draw by lot for subtopics.

5. Contests. The rules for these contests shall be the same as those for oratory.

6. Length of Speeches. Speeches shall not be more than six minutes. Each speaker shall be given a warning by the timekeeper at the expiration of five minutes.

7. The Question Period. Each speaker shall be asked one pertinent question by a judge at the close of

his original speech. The speaker must answer this question impromptu; maximum time for the answer, two minutes.

8. The Method of Judging. The method of judging shall be the same as that for oratory.

9. Ranking. The method of ranking shall be the same as for oratory.

Debate

The subject for debate will be: Resolved, that Labor should be given a direct share in the management of industry.

1. Contestants. Each Pi Kappa Delta chapter may enter one team in the men's and one in the women's contests.

2. Substitutions. There may be free substitution of debaters from round to round providing the names of those to be used are included in the entry lists.

3. Question. The official Pi Kappa Delta question shall be used in all contests.

4. Speeches. Each debater shall have two speeches, one of ten minutes and one of five. The affirmative shall introduce the constructive and the negative shall introduce the refutation speeches.

5. Rounds. All teams will take part in eight rounds of debate, the pairings of which are to be arranged by the contest committee and posted from round to round.

6. Sides. Each team must debate both sides of the question, alternating sides in succeeding rounds.

7. Decisions. Decisions will be rendered by single judges, who may comment on the debates, but should not announce their decisions to the debaters.

8. Rankings. All teams winning all or seven of the eight rounds shall be awarded the "Superior" ranking. All teams winning six debates shall be awarded an "Excellent" ranking. All teams winning five debates shall be awarded a "Good" ranking.

Student Stunt Night Program

We hope a good many of the chapters will come to Bowling Green prepared to enter the try-outs for a place on the Student Stunt Night program. The more we have in these try-outs, the better the ones we shall be able to select for Stunt Night. We'll be writing you about it later.—Student representatives on the council: Glenna Smith, Bowling Green, Ohio; Bob Parkins, Kearney, Nebraska.

Estimate of Expenses for the Fifteenth National Convention

Traveling expenses, depending upon distance and mode of travel.

Entry fee, $1.00 per event entered by a chapter, to be paid when entries are sent in.

Registration fee, $3.00 per delegate, student and faculty; to be paid at the registration desk when delegates arrive in Bowling Green. This fee includes the banquet ticket.

Board and room, $2.50 per person per day; to be sent to the Bowling Green State University when the cards are sent in for reservations. Blank cards for reservations will be sent to all chapters.

G. W. Finley, *National Secretary.*

General Rules for Discussion

1. Statement of Problem. The problem for discussion shall be stated in question form. The national council will announce the question by December 15, 1946.

The question for the Discussion contest is: How can we improve relations between Russia and America?

2. Participants. Each Pi Kappa Delta chapter may enter two speakers in discussion. The participants may be of either sex.

3. Chairmen. Each chapter which enters discussion must provide a chairman for each round.

4. Demonstration. A demonstration of the techniques will be given for all participants before their first round.

5. Evaluation. *Each* participant will have his contribution to the discussion evaluated on a rating scale by each of the other speakers in his division.

Procedures

1. The primary purpose of the discussion is to discover points of agreement and *so far as possible* promote group unity. However, beliefs strongly supported by evidence and reason are not to be relinquished merely for the sake of agreement.

2. The first phase of the discussion (20 minutes) shall be devoted to exploring the assumptions, facts, and inferences upon which agreement can be reached.

a. By a description of the social, cultural, economic, political, and similar backgrounds, the participants should discover those facts and inferences which are acceptable to all.

b. The participants should examine the psychological and the inferential processes which underlie their differences of opinion. They should endeavor to find agreement on the basic causes of their disagreement.

c. The participants should explore their goals in the areas covered by the problem to discover common purposes and objectives.

d. The participants should explore the greatest obstacles which stand in the way of achieving their goals.

2. The second phase of the discussion (20 minutes) shall be devoted to exploring the essential differences of opinion.

a. Are the differences due to different information?

b. Are the differences due to different basic assumptions?

PREPARING TO ENTERTAIN PI KAPPA DELTA'S NATIONAL CONVENTION
Glenna Smith, local Vice-President; Betty Ruth Krabill, local President, and Joan Grosenbough, local Secretary.

c. Are the differences due to shifting meanings and unawareness of the processes by which values are assigned to the terms used?

d. What are the psychological and inferential factors which tend to divide the members of the group rather than unite them?

e. Can they reach an agreement on the causes of their disagreement?

3. The third phase shall be devoted to exploring possible solutions to the problem, which, in the light of the common ground discovered, seem likely to meet with common approval.

4. In the fourth and final phase of the discussion, each participant shall give a synthesizing speech of five minutes. In this speech the following points should be stressed:

a. The points of strongest agreement;

b. A clear statement of the solution which, in the speakers opinion, is most likely to be accepted by the group;

c. The principal reasons for its acceptance.

5. Each speaker shall then rank each solution except his own in order of preference.

6. Each participant shall rate each other speaker in the group on the specially prepared rating scale.

A WORD FROM THE NATIONAL PRESIDENT OF PI KAPPA DELTA

MARTIN HOLCOMB
of Augustana College, Illinois

"A national convention is much more than just another forensic tournament. I believe that becomes apparent as you read the program for our next convention published in this issue of *The Forensic*. While there will be ample opportunity for participation in the various types of forensic contests, the week's program also includes many other activities. The Memorial service for our Gold Star members, the Informal Mixer, the Stunt Night program, the social evening, the convention banquet, the participation in the business affairs of our organization, the friendly associations for an entire week with people from all sections of our vast country—all these will linger in your memories for many years."

President Holcomb has stated the main attractions that a convention holds for convention loving America. However, the Pi Kappa Delta Convention is a highlight among conventions. That is why it has become the goal and the crowning event in a college career in forensics, and that is the reason perhaps why its membership does not ebb away till after the final event—the banquet and the awards. There is usually a worth while speaker

of national reputation for this final event,, not as yet chosen.

THE DELTA SIGMA RHO CONGRESS

The 1947 National Student Congress of Delta Sigma Rho will probably be attended by more students and faculty directors and have representatives of more chapters than did either the 1939 Congress or that of 1941.

The 1947 Congress will be held on April 10, 11 and 12 at the Hotel Congress, Chicago.

Committees appointed by President Buehler are at work on local arrangements and on the details of organization. The former phase of the Congress is being handled by Professor Glen E. Mills, sponsor of the Northwestern University chapter; and the latter by a committee composed of Professor Leroy T. Laase, sponsor of the Nebraska chapter, Professor A. Craig Baird, sponsor of the Iowa chapter, and Professor Bower Aly, on leave from the University of Missouri to serve as director of speech work at the University of Hawaii. The details of the organization of the Congress will be announced by Professor Laase's committee about February 1 and will be published in booklet form.

As of December 21, 1946, some 37 chapters have signified the intention to send 174 delegates to the Congress.

The following two topics have been selected by the Faculty Committee on Arrangements (Professors Aly, Baird, and Laase, chairman) as the public problems which will be studied and acted upon by the delegates to the Student Congress:

1. *What federal legislation should be enacted regarding labor?*
2. *What federal legislation should be enacted regarding national health?*

The Faculty Committee on Arrangements has made only one major change in the rules for the Congress. The principal criticism received on the Congress of 1941 was that there was too much "politicing" and too little "forensic" activity. Delta Sigma Rho is an honorary *forensic* society for the purpose of stimulating the development of *speech* skills. In order to place a greater premium on speech skills and less on political maneuvering, the rules have been amended to bring the former "unofficial" caucuses within the structure of the Congress under definite rules of procedure.

Essentially, these rules provide that at the time of advance registration, each delegate shall register as a member of the "left-center" party, the "right-center party, or as an independent. Each party will hold a preliminary caucus to select the party candidate for Speaker and for Clerk of the Assembly. In the caucus there will be nominating speeches five minutes in length, in which the qualifications of the candidates are set forth, followed by a round of campaign speeches in which each candidate is given five minutes to express his views on the public questions before the Congress. After these speeches the party candidates will be selected by a roll call vote. In the Opening Assembly after a similar round of nominating and campaign speeches, the delegates will elect the Speaker and the Clerk from the respective party candidates.

The complete revised rules will be published in the March issue of the Gavel.

CALENDAR OF THE CONGRESS

Thursday, April 10—

5:00-10:00 P. M.	Registration
8:00-10:00 P. M.	Preliminary caucuses

Friday, April 11—

9:00-10:00 A. M.	Opening Assembly
10:00-12:00 A. M.	Committee Meetings
12:00- 2:00 P. M.	Lunch
2:00- 5:00 P. M.	Committee Meetings
6:00- 8:00 P. M.	Official Banquet
8:00-10:00 P. M.	Delta Sigma Rho Business Meeting

Saturday, April 12

9:00-12:00 A. M.	General Assembly
12:00- 2:00 P. M.	Lunch
2:00- 5:00 P. M.	General Assembly
5:00 P. M.	Resolutions Committee Evaluation Committee

TAU KAPPA ALPHA DISCUSSION AND CONGRESSIONAL MEET

The Sixth National Convention and Contests Session of Tau Kappa Alpha will be held May 8-10 at Western College of Education, Kalamazoo, Michigan, according to *The Speaker*, January issue. A tentative Calendar of Events follows:

Thursday, May 8—

9:00	Registration
10:00-10:30	General Session
10:30-12:00	Round I
12:30	Lunch
2:00	Round II
3:30	Round III
5:00- 6:00	Social Interval
6:30	Dinner Student after dinner speaking Short meeting of directors

Friday, May 9—

9:00	Round IV
9:30	Round V
11:00-12:00	Round VI
12:30	Lunch
2:00- 3:30	Committee Meeting on Legislative Bills
3:30- 4:30	Recess
4:30- 5:30	Caucuses
6:30	Dinner Speaker

Saturday, May 10—

8:00-12:00	Legislative Session
12:30	Luncheon, Awards, etc.

THE U.S.C. TESTIMONIAL DINNER

More than two hundred University of Southern California debate alumni, S. C. faculty members, and guests from neighboring college speech faculties, gathered to pay tribute to Coach Alan Nichols of Southern California on the occasion of his twenty-fifth anniversary of service in debate to the University on the evening of January 14 at the University Club of Los Angeles.

The evening was a triumphant and happy occasion from the initial moment to the last farewell. The occasion was planned by the S. C. former debaters, who were immediately joined by the present day squad, and a program set under way.

The twenty-five years were divided into six college generations, and speakers representing these periods were placed on the program to pay tribute to their mentor. One of the popular student musical organizations furnished the music for the occasion. It must be said, however, that in spite of all the clever, witty, amusing and appropriate remarks each generation was enthusiatically contributing, the real speech of the evening came from Dr. Alan Nichols, himself.

The first team Dr. Nichols coached upon his arrival at S. C. was present and the coach of the opposition also. All three took part in the program, and the opposition coach paid tribute to the remarkable record of his fellow coach. Bernard Brennan of this team presided. A second member, Ned Lewis, made the presentation speech at the end of the program—and William Barber, the third, was a visiting coach.

Each generation recalled the jokes, joshes and fun of its day and ended with a genuine and appropriate tribute to the man who had meant most to them in their college days. They were frank in paying him earnest and well-deserved tribute for his contribution to their training and ideals. Perhaps the most outstanding tribute to Dr. Nichols is the admiration he commands from all because of his straightforward emphasis upon courtesy and sportsmanship.

The gift to him was a radio-phonograph and an album of letters, telegrams, and tributes from members of his squads through the years, and from rival educators in the California colleges and universities.

The S. C. Squads are justly proud of their record of 70 percent victories in more than 1800 decisions in 25 years, but they are a great deal prouder of Coach Nichols himself and what he stands for in the debate world. One of them summed it all up by saying: "In retrospect the victories are not nearly so important as the fellowship that developed between men twenty years apart who could feel close together because of the single common experience of having worked in debating with you." These men and women of S. C. knew how to express their affection for their most valued teacher.

The impresison of the combined squads made upon the visiting teachers was one of courtesy and genuine good-will extended to their rivals of the years past as well as to the members of their own group. All in all it was a milestone in foresic events.

One of the most pleasing touches of all was that Dr. Nichols' mother could be present and see the demonstration of esteem for her son.

DR. ALAN NICHOLS
Professor of Speech and Director of Forensics, U. S. C.

THE WEST POINT NATIONAL TOURNAMENT

The fiirst attempt at a National Debate Tournament is to be staged by the West Point Military Academy of New York May 2, 3 and 4, 1947, when 32 teams from all over the country gather there to contest for the championship in Debate in the United States.

For a year the Debating Society at West Point has had this idea in mind and has been working steadily toward its goal. At last the plans are completed, the necessary organization effected, and West Point is mailing out a notification bulletin to the five hundred colleges and over throughout the nation apprizing them of the fact that the big days are approaching.

The bulletin carries an account of the development of the plan, the rules of procedure, and the personnel involved, together with the method of selection of the teams, and a regional map of the country. (Map printed in our Dec. 1946 issue has been changed to meet the facts of debating as it is actually conducted.)

The Chairman of the National Tournament Committee is Cadet William Gorog, Company L-2, U. S. Military Academy, West Point, New York. The Secre-

tary of the Debating Society is Cadet George Dell, Company M-I.

The information carried by the bulletin is as follows:

The Development of the National Tournament

Early last year, during an invitational tournament held at West Point, the inevitable question of a national debate tournament was discussed. At the time, it was pointed out that although a few national speech fraternities held comprehensive elimination tournaments, there was no all-inclusive elimination which could sponsor a national intercollegiate debate tournament. The president of The West Point organization then suggested that there might be a possibility of sponsoring such a tournament at West Point. With a vast source of manpower for administrative detail, it was felt that the job could be handled efficiently.

The next step was to contact students and coaches in every part of the nation to determine whether the average school would be willing to participate in such a program. The survey was completed with gratifying results. Suggestions poured in from every part of the country and the best were incorporated in the present plans. A sugestion from Dr. Alan Nichols of the University of Southern California became the basis of our organization, which nominates district representatives.

The function of the Regional Committees and other tournament plans are included in this bulletin.

Selection of Teams

On the basis of a survey made early this year, outstanding speech coaches have been chosen in each of the seven districts to represent the National Tournament Committee in selecting qualified teams. It is felt that the coaches in the regions themselves will be in a much better position to choose the representatives than any group located in one part of the country. The method of choice is extremely flexible, depending upon the facilities at the disposal of the various district committees. In most cases, sufficient tournament facilities are already available to provide the committeemen with enough information to determine the strongest teams. It has been requested that all selections be made and submitted to Tournament Headquarters by March 14, 1947. The names of two alternate teams in addition to the district quota will also be included in the selections.

The Regional Committees have been organized as follows:

Region No. 1—Arizona, California, Nevada, Utah.
Alan Nichols, University of Southern California, Los Angeles.
E. R. Nichols, 814 Campus Ave., Redlands, California.
W. Arthur Cable, University of Arizona

Region No. 2—Idaho, Montana, Oregon, Washington, Wyoming.
W. M. Veatch, State College of Washington, Pullman, Washington.
Herbert Rahe, Willamette University, Salem, Oregon.
John Leary, Gonzaga University, Spokane, Washington.

Region No. 3—Arkansas, Louisiana, New Mexico, Oklahoma, Texas.
Prof. R. S. Weatherell, Texas Christian University, Fort Worth, Texas.
Glenn R. Capp, Baylor University, Waco, Texas.
H. H. Anderson, Oklahoma A. & M., Stillwater, Oklahoma.

Region No. 4—Colorado, Iowa, Kansas, Missouri, Minnesota, Nebraska, North and South Dakota.
Thorel B. Fest, University of Colorado, Boulder,
Forrest Rose, S. E. Missouri Teacher's College, Cape Girardeau.

Region No. 5—Illinois, Indiana, Michigan, Ohio, Wisconsin.
J. Garber Drushal, College of Wooster, Ohio.
Glenn Mills, Northwestern University, Evanston, Illinois.
Leonard Sommer, University of Notre Dame, South Bend, Indiana.

Region No. 6—Alabama, Florida, Georgia, Kentucky, Mississippi, North and South Carolina, Tennessee, Virginia, West Virginia.
Wayne C. Eubank, University of Florida, Gainesville, Florida.
Dr. Albert Keiser, Lenoir-Rhyne College, Hickory, North Carolina.
J. T. Daniel, University of Alabama, University, Alabama.

Region No. 7—Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont.
J. F. O'Brien, Penn State College, State College, Pennsylvania.
Brooks Quimby, Bates College, Lewiston, Maine.
John Chester Adams, Yale University, New Haven, Connecticut.

The regional quotas for team representation is as follows:

Region 1, 4 teams, 2 alternate teams.
Region 2, 3 teams, 2 alternate teams.
Region 3, 4 teams, 2 alternate teams.
Region 4, 5 teams, 2 alternate teams.
Region 5, 6 teams, 2 alternate teams.
Region 6, 4 teams, 2 alternate teams.
Region 7, 6 teams,, 2 alternate teams.

Teams will consist of two debaters and will be limited to undergraduate students. Each team will come prepared to debate both sides of the National Question, RESOLVED: That labor should be given a direct share in the management of industry. In order to provide adequate judging personnel, one qualified judge will accompany each team.

There will be a total of nine rounds of debate over a period of three days. The first five rounds will be judged on both a "win or lose" basis and on a point

basis. After five rounds of debate (with all teams participating), the sixteen strongest teams will begin an elimination tournament. At least three judges will be assigned for each elimination round.

Expenses

Transportation expenses to and from West Point will be borne by the individual teams.

There will be *no* entrance fee for the National Tournament.

Lodging will be provided free of charge for the nights of Friday, May 2, and Saturday, May 3, for all participants (male and female) and coaches.

Meals will be provided free of charge from the noon meal of Friday, May 2, to the noon meal of Sunday. May 4.

All entertainment facilities are free of charge, with the exception of the Post Theatre. (Admission: 15c.)

The cost of the National Tournament will be borne by the West Point Debating Society with no expense to the Army or any Federal Agency.

Tentative National Tournament Schedule

Friday, May 2

10:30 AM	Final arrival time and registration
11:00	Orientation meeting and drawing for position
12:00	Dinner
2:00 PM	First round of debate (32 teams)
3:30	Second round of debate (32 teams)
6:30	Supper
8:00	Third round of debate (32 teams)

Saturday, May 3

8:30 AM	Fourth round of debate (32 teams)
10:00	Fifth round of debate (32 teams)
12:00	Dinner
1:10 PM	Dress Parade of Corps on "The Plain"
2:00	Sixth (1st Elimination Round (16 teams)
3:30	Seventh round (8 teams)
6:30	Supper
7:30	Eighth round (Semi-finals . . . 4 teams)
9:15	Movies at War Department Theatre
9:30	Formal Dance

Sunday, May 4

Sunday morning will be reserved for Chapel Services. Catholic, Jewish, and Protestant Services will be available to all participants.

12:15 PM	Banquet at Cullum Memorial Hall
2:00	Final round of debate

DEBATE ARCHIVES

Continued from Page 33

after such reception, Shall deliver both his own and the Respondents arguments in writing to the Replicator: and that it shall be lawful for each of the said parties on the evening of their disputation to read their arguments before the Society . . [13]

13. Ibid.

An examination of the questions debated by the Athenians during 1782 and 1783 reveals the mounting interest of college debaters in national and social problems such as:

. . . the expulsion of the Indians from their possessions was unjust.

That the Transportation of the Negroes from Guinea and the reducing them to Slaves is unjust.

Wether it is proper in any Situation of a State, that Ministers of the Gospell are prohibited from any publick Office.

Wether the present Trade with the Enemy is disadvantageous to America in its present situation.

Wether Kings have an absolute Power to dispose of their people at pleasure.

Wether the Americans who have joined the British Army, should be permitted to return to this Country and enjoy its liberties.

Wether the Continuation of the War is to be preferred before a peace short of the absolute Independance of America.

Wether the State Money ought to be redeemed at its Nominal Value or at its present depreciated State.

But personal problems were not obliterated by the pressure of the war and studies. Scattered throughout the minutes of the society are questions like:

Is matrimony advantageous to Men of learning.

Wether the Company of the Ladies of virtuous Character is disadvantageous to a person in his Studies or not.

Wether the Married or Single Life affords the most happiness.

Wether Love is an interested or a disinterested Passion.

Wether Dancing is a necessary Accomplishment to a Young Gentleman.[14]

In 1783 debating and the college debater were coming of age!

TAU KAPPA ALPHA NOTES

Born to Prof. and Mrs. Hale Aarnes, of Stephens College, Columbia, Missouri, a son and heir, William Hale. Baby William Hale arrived weighing eight pounds and seven ounces. Deponent doth not say who is boss at the Aarnes family now, but it isn't a difficult guess.

The Jan. *Speaker* of Tau Kappa Alpha presents a full-page picture of Richard Einwalter of the Denison, Ohio, chapter of Tau Kappa Alpha presenting a key of the order to Dr. Gordon Seagrave, the Burma Surgeon.

Mr. W. W. Wachtel has contributed to Tau Kappa Alpha the sum of $500 per year to be used for ten years for trophies to promote excellence in public speaking activities. The sum will be distributed by Dr. Lionel Crocker , Secretary of Tau Kappa Alpha, Dr. Crocker is debate coach at Denison University, Ohio.

14. Ibid.

Book & Magazine Article Reviews

MRS. ELSIE GRACE NICHOLS, *Editor*

MULTIPLE MANAGEMENT

By CHARLES P. McCORMICK,
Jacobs Press, Clinton, S. C.

Multiple Management is an account of a plan of sharing the management of a Food Products business with labor by the President of the company.

He begins by setting forth his desire to put all minds to work on building a better business, his arrival at a plan, and the story of its trial in action.

First, he conceived the idea of a Junior Executive Board with the idea of training the better business prospects into a group of younger executives, from whom the top Board of Executives could draw recruits. It worked when men understood the idea and realized they were singled out for responsibility and trust and were being suitably rewarded financially and in advancement for their devotion to the interests of company and its success.

The idea then began to spread and make the business over. A Board of Factory Executives came next and similar results were obtained. The Factory was rendered much more efficient in a short time.

Next the idea extended to the Sales Force and a Sales Board was created. It was an imediate success.

The author details the development and story of each Board, how it met the problems of personnel, efficient production and expanded marketing, and practical advertising.

To top it all the Board of Directors held regular meetings with the other three boards and the entire force with its multiple management became sychronized and united into a commercial enterprise where all worked for the business and all shared in the profits and improved conditions. It is a story of a remarkable business success, where labor did not have to strike to get its advancement—fair play and generosity to all obviated the necessity of fighting for rights. The author calls it intelligent self-interest in business as contrasted with blind selfishness which brings on labor troubles.

In the last chapter he discusses the philosophy behind it all, the conditions under which it will work or not work. Several other businesses have adopted the McCormick plan of Multiple Management with excellent results. The author does not recommend it as merely a way of making more money, it must be a genuine effort in good will to cooperate with labor and to trust labor with real power and responsibility. —E. R. N.

THE H. W. WILSON COMPANY BOOKS UNIVERSITY DEBATERS' ANNUAL 1945-1946

E. M. PHELPS, *Editor*

Following the usual custom, the University Debaters' Annual, now in its thirty-second year, presents intercollegiate debating and discussion meets of the year 1945-1946. Seven different meets are included in this volume, in which we find a variety of types of debate and discussion with complete constructive and rebuttal speeches. Briefs for some are included and bibliography at the end of each.

The subjects for discussion and debate have been selected from various fields of interest. The book opens with the exchange debate, two debates really, on the justification or lack of justification, for fraternities and sororites, with the University of Missouri's Affirmative team debating in Madison while the University of Wisconsin's Affirmative debated in Columbia.

The following brief outline of remaining chapters gives the timely subjects selected, along with the colleges or universities debating or leading the discussions:

II. *The United States Foreign Economic Policy* — University of Nebraska Forum of the Air.

III. *Ownership of Patents on Atomic Energy*—Middlebury College, Affirmative; University of Vermont, Negative.

IV. *The American College in the Postwar World*—(Panel Discussion). Representatives of the University of Pennsylvania, Vassar College, Brooklyn College and Princeton University.

V. *Compulsory Health Insurance* (Open Forum after Affirmative and Negative Speeches.) The College of Wooster and Ohio Wesleyan University.

VI. *Compulsory Arbitration of all Labor Disputes*—(Missouri Valley League Debate.) University of Texas, Affirmative; University of Kansas, Negative.

VII. *British Colonial Policy in India*—University of British Columbia, Affirmative; Linfield College, Negative.

The inclusion of the British Colonial Policy in India, with the Affirmative debated by the University of British Columbia, brings the book into the international field of interests and the debates on Compulsory Health Insurance and Compulsory Arbitration of Labor Disputes supply much valuable material for the present debating season, both for the colleges and high schools.

FREE MEDICAL CARE

Compiled by CLARENCE A. PETERS

For The Reference Shelf—Vol. 19, No. 3

In this volume Clarence A. Peters, President of Broadcast Research, Inc., gives an impartial presentation of pro and con arguments on this important subject.

In the opening chapter you find a most interesting review of the doctor in society, from earliest history up to our present day.

Then you are privileged to take a look at socialized medicine as it works in Norway, Great Britain and Russia—presented by opponents of the system as well as its ardent supporters. You find yourself asking, "Do we in free America want to adopt their systems or can we arrive at a system of our own—suited to conditions in a free land?" You will arrive at answers to your questions and so will your debaters as you cover the ground here and in that larger field opened up for you in the bibliography at end of the book.

The title is misleading. The patient pays. Read for yourself what the best authorities have to say as to the advantages of this compulsory system and what they have to say about its weaknesses and dangers.

Various voluntary systems are included in detail. Mr. Peters has been fair in the treatment of both sides. Briefs are included and the bibliography of books, pamphlets and magazines is quite complete.

THE ATOMIC BOMB

Compiled by JULIA E. JOHNSEN

For The Reference Shelf—Vol. 19, No. 2

The History and Development of the Atomic Bomb captures our interest in the first pages of this book. This covers a period from 400 B. C. through January, 1946, when the United Nations Atomic Energy Commission was created. A complete table of Elements with the Atomic Science Vocabulary is included. The nature of the Atom, Manhattan Project, and Distribution of Uranium in Nature are given their respective places in the early pages of the book.

Miss Johnsen has a rare collection of contributions from the best minds among Men of Science including Albert Einstein, and the Atomic Scientists of Chicago, also from leading statesmen and educators.

The subject matter in the book is divided for us into four distinct sections:

I. *History and Development of Atomic Energy.*

II. *Social and Other Implications of Atomic Energy.*

Dr. Einstein says: "Often in evolutionary processes a species must adapt to new conditions to survive. Today the atomic bomb has altered profoundly the nature of the world as we know it, and the human race consequently finds itself in a new habitat to which it must adapt its thinking. . . . . Past thinking did not prevent wars. Future thinking must prevent wars."

III. *Control: National and International.*

Such men as Bernard M. Baruch, Robert Oppenheimer and Ely Culbertson take up the subject of CONTROL of ATOMIC ENERGY, domestic, National and International. Gromyko proposes the method of control for Russia. Captain Harold E. Stassen, USNR and former Governor of Minnesota, makes suggestions which include proposals for Amendments to Article 43 and Article 26 of the United Nations Charter. Read for yourself.

IV. *Peacetime Benefits of the Atomic Age.*

One of the most effective projections into the future is made by Dr. Reuben G. Gustavson, eminent scientist and dean of faculties of the University of Chicago, whose work on the atom bomb was of major importance. I quote: "The logical first step will be to capitalize on the knowledge of the atom bomb—namely, apply the known controlled form of atomic power." . . . One of the likeliest effective services would be in checking forest fires. A Panama Canal with atomic power controlled, as it will be just as other natural forces have been harnessed, could be possible in weeks instead of years. In all industries, in the field of medical science, in cutting the price of utilities such as heat and light, and in almost everything relating to human life we can expect that according to Dr. Karl T. Compton, president of the Massachusetts Institute of Technology, 'the greatest magic carpet of all ages is being unrolled. It remains for man to use it for his own good rather than his ruin.'

Roger Babson, "Business and Atomic Energy" says, "Were I economic director of the United States, I would . . . . immediately reconvene the scientists who worked on the atomic bomb and get them busy applying this new energy to everyday uses."

In Miss Johnsen's own words: "We have here an overall picture of the most important thing that has happened to man." Bibliographies which are invaluable, we find at the end of the volume.

REPRESENTATIVE AMERICAN SPEECHES 1945-1946

Selected by A. CRAIG BAIRD

This volume is the ninth in the series of Representative American Speeches. The title suggests the content. Dr. Baird has shown rare judgment in his selection and gives as his aim the presentation here of variety in subject matter and type, such as deliberative or congressional, persuasive or hortatory, educational, courtroom, pulpit or radio.

A further aim, in his own words, was "to make this year's collection, like the earlier ones, useful as a reference for the study of American trends of thought and action; to make it a series of specific arguments or other information on problems under investigation; as a series of speeches to be examined in review of the history and criticism of American public speaking; or as materials and methods for the students of extempore speaking." This book then will fit into the needs of students in the

following fields: communication, extempore speaking, history, social science, debate and public speaking.

In the table of contents we note the seven divisions of subject matter:

International Policies, National Defense, Atomic Energy, Economic Controls, Management and Labor, National Attitudes and Ideals and Education.

Under International Policies we listen to such statesmen as Douglas MacArthur, Roland Gittelsohn, Winston Churchill, James F. Byrnes, Arthur H. Vandenberg, Robert H. Jackson and Edward R. Murrow, the last being the representative in England of the Columbia Broadcasting System, and called by the London Morning Telegraph "America's unofficial ambassador."

George C. Marshall and W. Norwood Brigance speak on National Defense.

Down through the list we note such speakers as Bernard Baruch, Robert A. Taft, the President, Harry S. Truman, Francis Cardinal Spellman, James B. Conant. There are others, but I have time to mention only one more, Sergeant Ben Kuroki of Hershey, Nebraska, who flew fifty-eight bombing missions over Europe and Japan. He gave this speech at the first section of the New York Herald Tribune Forum held at the Waldorf-Astoria in New York City, in October, 1945. Dr. Baird has included his speech in the chapter on National Attitudes and Ideals. I wish everyone in the United States could read Sergeant Ben Kuroki's *"The War Isn't Over at Home."* This address has been widely used for school declamations.

The book has a valuable appendix with bibliographical notes about the contributors and accumulated author index.

COMPETITIVE DEBATE, 2nd EDITION

By George M. Musgrave

(Published by H. W. Wilson Co., 1947)

This little book which has taken only a brief time as books go to exhaust the initial edition, is back on the market again with changes and revisions which clarify the judging process in debate and improve the book. Mr. Musgrave, in addition to reducing the rules and procedure in academic debate to an exact science, and a most reasonable science at that, has turned his attention to the problem of accurate judging. He has gone at this thoroughly, bringing his study down from the old celebrated controversy of Judge Wells and Professor O'Neill in the early issues of the Quarterly Journal of Speech to the present time. The problem has been one of finding the most reasonable and most accurate method of judging so that the erratic conclusions of non-judicial persons may be in a measure overcome. As far as this can be done, Mr. Musgrave has done it. His interest in debate technique is sincere and competent. Whether or not all debate can be contained within the strict range of theoretical boundaries and be subjected to decision by mathematical exactness remains a question in the reviewer's mind. It seems impossible to meet every situation and every possibility in debate by a readily applied test of decision. One can if the debate runs true to a theoretical form. But human things and human discussions do not always run according to rules, and prognostications get upset. So we do not feel that the last word has been said on judging debate; we do feel that Mr. Musgrave has clarified the atmosphere and pointed the way to practical methods that will work beautifully in many cases.

In addition, we are proud to say that Mr. Musgrave is editor of the technical department of this magazine, and if you think he doesn't know the subject try to stick him with a question of technique he can't answer.

MODERN SPEECH

BY

Gladys L. Borchers

Associate Profesor of Speech, University of Wisconsin

Claude M. Wise

Professor and Head of the Department of Speech, Louisiana State University

Drawings by Harry S. Wise, Louisiana State University School of Medicine

Published by Harcourt, Brace & Company, New York. 1947

Here is a text that is different. It is designed, according to the authors, for those who need the fundamentals in Speech, and throughout the book they never lose sight of this objective.

After getting a general idea of the importance of speech training, the student looks into the fundamental aspects of speech, taking ample time for the consideration of each and for practice, with the help of outlines, illustrations and an abundance of well-selected exercises.

He discovers that self-improvement is promoted by careful attention to *bodily action,* to *voice,* to *pronunciation,* to the *language for speaking* and to the *subject matter.* These chapters contain a wealth of material, including the International Phonetic Alphabet, complete sets of drawings, and exercises for transcribing and pronunciation.

From chapter XII through chapter XVIII the student indulges in various activities which come within the scope of his needs for earning a living, participating in democratic government, and making use of leisure time. *Conversation* comes first, followed by *Direct Public Address, Discussion and Debate, Parliamentary Procedure, Reading Aloud, Group Play Reading* and *Radio.*

The following appendices place this text in a class by itself:

Appendix I. Correcting Foreign Accent will prove most useful to the student who speaks a foreign language.

Appendix II. Specializes in helping French People of

Louisiana and Canada improve their English.

Appendix III. Here is assistance for the groups from the Appalachian and Ozark mountain areas.

Appendix IV. A valuable aid in correction of Substandard Urban Speech.

Appendix V. Gives attention to helping the *Pennsylvania German Communities.*

Appendix VI. These suggestions are invaluable for the *Spanish-Speaking People* or (Mexican in the Southwest. They are given as an aid for improving the English Speech.

One is conscious of the emphasis placed on individual development of the student, on understanding as a part of the speech process and of the omisison of more mature forms of speech training which are found in most texts. The authors had a purpose in such omission: "conceiving such forms to be beyond the scope of an introductory course in speech." Group Play Reading (not usually given a place in most texts) is included as an activity which gives large return in speech training, especially appropriate for speech classes.

YOUR SPEAKING VOICE

With the compliments of the publishers, Griffin-Patterson Co., Glendale, California, we have received a book most interesting in its theme, style and general make-up. We take delight in calling your attention to this recent revision of Harrison M. Carr's "YOUR SPEAKING VOICE."

Much new material is found here, not included in the text of 1938. Dr. Karr says: "It is the purpose of this book to aid those students who seriously and earnestly desire to develop their natural voices to their fullest capacities, and who are willing to labor with patience. *The end is usableness; not display.*"

In the very first chapter we are introduced to speakers of note, who by persistent training and practice overcame faults and handicaps which would have detracted from their usefulness. Franklin D. Roosevelt, recognized as the master of all radio speakers, and Winston Churchill, who "mobilized the English language and made it fight" for freedom, are outstanding examples of men who paid the price to master the art of speech.

Here is a simple outline of chapter headings:

1. Voice and Personality.
2. How the Voice Box Works
3. Training for Good Voice Quality.
4. Controlled Breathing.
5. Basic Principles of Sound.
6. Resonance.
7. Thought and Mental Imagery in Relation to Voice.
8. Emotion and Voice.
9. Physical Action and Voice.
10. Getting Vocal Variety.
11. Rate of Speaking.
12. Pitch.
13. Force.
14. Rhythm.
15. Articulation and Enunciation.
16. Pronunciation.
17. Voice in Radio Speaking.
18. Reading Aloud.

Professor Karr, with the assistance of Dr. Joel J. Pressman, a noted Los Angeles physician and laryngologist, and the help of Mr. Dean Smith of the Bell Telephone Laboratories, gives the student a remarkable insight into how the voice box works. Every student and teacher should have such knowledge as this chapter affords. In the presentation of "Training for Good Voice Quality and Controlled Breathing" many personalities of prominence step into the text to speak out of their own experiences and actually share with the student valuable exercises for training both the singing voice and the speaking voice. Bing Crosby and Alois Havrilla speak, Lily Pons and Lotte Lehman, and our remarkable Helen Keller.

It is impossible to draw attention to all of the fine material in this text, but the chapters on Rhythm, Articulation and Enunciation, and on to the end of the book should be studied with care. Read the pointed suggestions of Rupert Hughes and the letters from Frederic March and Cecil B. DeMille. Then start to work on the exercises. Read the broadcast made by Raymond Gram Swing over the Blue Network on the night of President Roosevelt's death. You find this in the chapter "Voice in Radio Speaking." And in the last pages of the book in "Reading Aloud" you learn from Charles Coburn, and you will never forget his suggestions concerning the training to be found for the voice in practicing "those precious exercises of Shakespeare."

The valuable material for exercise is abundant and has been selected with great care. This is a book you won't want to miss.

PI KAPPA DELTA NEWS

Chapter 193 of Pi Kappa Delta, Missouri Nu, Drury College, is favored with a write-up in the January Forensic. The chapter was installed May, 1945 by Prof. John R. Pelsma, of Kansas State Teachers' College (Pittsburg), also founder of Theta Alpha Phi Dramatic Honor Society. The chapter had five charter members and three honorary members. Seven have been initiated already. The chapter sent representatives to the Ada, Oklahoma Tournament, the Nacogdoches, La., Tourney, the Durant, Oklahoma Meet, and the Province meet at Decatur, Illinois, a good beginning for the new chapter. Mary Cleve Pursley is the Director of Forensic Activities.

The January Forensic carries the National Convention Program, also a chapter directory which shows very few blanks in the coaching list, indicating that the war paralysis which hit so many chapters is about ended.

News Notes and Personals

CENTRAL SPEECH ASSOCIATION CONFERENCE

The Central States Speech Association will hold its first convention since 1941, April 18-19, 1947 at Columbia Mo. Speech teachers, administrators and laymen interested in speech education will cooperate in presenting and discussing vital problems of increasing the effectiveness of speech training in our schools and colleges. All levels of instruction will be represented in the general and sectional meetings, elementary, secondary, and collegiate.

States in the Association are: Illinois, Indiana, Iowa, Kansas Minnesota, Michigan, Missouri, Nebraska, Ohio, Oklahoma, North Dakota, South Dakota, Wisconsin.

Officers and Executive Council: Delyte Morris, President, Ohio State University, Columbus, Ohio. Wayne Thompson, Executive Secretary, University of Missouri, Columbia, Missouri.

Members of the Council who are planning the 1947 Conference are: Charles P. Green, University of Oklahoma, Orville A. Hitchcock, University of Iowa; James H. McBurney, Northwestern University.

The convention will be devoted to speech problems of the elementary, secondary, and collegiate levels.

The program will include sectional meetings on rhetoric and oratory, dramatics, debate, interpretation, speech correction, and radio.

Request for room reservations may be sent to Donald Bird, Stephens College, Columbia, Missouri.

Inquiries for other details of the convention may be sent to the following persons: Wesley Wiksell, Chairman of local arrangements, Stephens College, Columbia, Missouri. Loren Reid, Exhibits, University of Missouri, Columbia, Missouri. Betty Bebout, Publicity, Stephens College, Columbia, Missouri. Charlotte Wells, hospitality and transportation, University of Missouri, Columbia, Missouri. Hollis L. White, luncheon arrangements, University of Missouri, Columbia, Missouri.

N. F. L. NEWS NOTES

The Alhambra High School of California maintains a weekly broadcast over Station KXLA. Their programs since January 1st have been Benjamin Franklin, William Shakespeare, Napoleon, Queen Elizabeth, Abrahm Lincoln and George Washington. They broadcast on Tuesday evenings at 6 to 6:15. The March and April programs will be in charge of the various departments of the school.

John Sutter of Oakland High Sshool, winner of many trophies in oratory, radio, extemper speaking and debate, appeared on the Town Meeting of the Air program held at St. Louis last spring. Our readers will remember that Raymond Grew of Lewis and Clark high school Spokane, Washington, also made this program.

PHI RHO PI

The Reporter, the school paper at St. John's College, Winfield, Kansas, proposed to celebrate its 25th anniversary with a banquet at the Lagonda Hotel, Nov. 23 last. The really interesting thing about it was that it was a surprise party for Prof. G. A. Kuhlmann, debate coach and journalism director, for his 25 years of leadership in debate and journalism at St. Johns. One of the students summed up the occasion by saying: "It is better to honor the man instead of the occasion which he has made possible."

The students of St. Johns have pep. They have recently raised $1200 for a new dormitory. The Johnnies alumni have raised an endowment fund to contribute to the growth of student activities.

GENERAL NEWS NOTES

Miss Elsie Hoffman, Professor of Speech at Wisconsin Teachers' College at River Falls is now a member of the Speech Staff at the University of New Mexico. Miss Maud Webster, formerly of Texas Teachers at Commerce has taken her place at River Falls.

The Speech Association of America upon recommendation of the Committee on Intercollegiate Debate and Discussion adopted a new scheme for selecting the annual debate proposition for colleges. They propose to submit first a general problem for consideration. Next they will state a number of possible propositions phrasing the problem or some phase of it for debate, and from these select the National Debate subject and statement by vote.

The Department of Speech of the University of Michigan recently sent out an Honor Citation pamphlet containing the forensic work of the past year and a list of debate teams from 1893 to 1926. It is dedicated to the students from the Department of Speech who fell in World War II. The Department and the early debates were a part of the splendid work of Thomas C. Trueblood, whom we had the privilege of presenting in the Speech Personalities section last summer.

The Ohio Association of College Teachers of Speech has issued an interesting News-Letter recently under date of Nov. 15, giving the news of their various conferences and tournaments and the special programs of several individual colleges. We noted in particular that Bowling Green State is to entertain the National Pi Kappa Delta Convention on its campus April 6-11.

Among other notes of interest we gathered the following: Professor W. Hayes Yeager, Chairman of the department of Speech at Ohio State University is to be the special editor of the November 1946 issue of the Annual of the American Academy of Political and

Social Science. The title of this issue is: "Communication and Social Action."

The recently reorganized Intercollegiate Peace Association sent out copies of its contest regulations in October. The organization ends forty years of activity (pre-war) and now begins on a new term of life. The Revision Committee, which is sponsoring the revived organization is: J. D. Menchhofer, Michigan State College; Helene B. Hart, Vanderbilt University; G. Vernon Kelly, Wittenberg College; Cole Brembeck, Manchester College; Lionel Crocker, Denison University and, Howard C. Morgan, Earlham College, Chairman. The new association is to have five regional divisions: Pacific: Arizona, California, Montana, and Oregon. West Central: Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, Oklahoma, and South Dakota. East Central: Illinois, Indiana, Michigan, Ohio, Wisconsin. Southern: Arkansas, Kentucky, Louisiana, North Carolina,, and Tennessee. Eastern: Maine, New York, Pennsylvania, and West Virginia. The death of the Misses Mary and Helen Seabury, who financed prize money for the association for many years, occasioned a reorganization. The Society of Friends, through its Peace Board is the new sponsor.

Dr. Robert E. Barton Allen, recently returned from war duty with the Air Corps and the Federal Reserve Bank, is the new Head of the Department of Speech at the University of New Mexico. Dr. Allen formerly served with the radio networks and was Director of Radio Programs at Indiana University and Head of the Department of Speech and Dramatic Arts at Carlton College . He was also sometime Visiting Professor of Speech and Radio at the University of Ohio and the University of British Columbia.

Dr. Harold O. Ried of the faculty of the University of Akron has joined the faculty at the University of New Mexico as Assistant Dean of the College of Arts and Sciencess and Assistant Professor of Speech. Dean Reid will coach varsity debate.

Professor Julia Keleher and Miss Lois Law, formerly of the Department of English at the University of New Mexico, have joined the staff of the Department of Speech at the same university.

Atha Ezell of McMurray College and the Theatre in the Dell has joined the Speech staff at the University of New Mexico.

TAU KAPPA ALPHA NOTES

Richard Reager's new book, reviewed in this magazine recently, "You Can Talk Well" is being translated into Czechoslovakian.

Robert T. Oliver, of Syracuse University, N. Y. has been contributing a series of articles on Korea to The New Leader.

Bob Huber is back at the University of Vermont.

Fred Evans of Brimingham Southern, has been promoting the interests of a clinic for crippled children in Birmingham.

Ralph McGinnis was looking for two new teachers at the National convention. He confided to the Editor that he would be quite willing to take a try at the annual debate at the Convention on the high school subject. Those responsible for this affair, please note, because he is too modest to ask for the chance. That is why we are promoting him.

Jack Sterrett is the new coach at the University of Kentucky.

Harvey Carter has taken a position at Colorado College, Colorado Springs. George McCue is head of Speech there.

Paul Carmack is now working with the Ohio Forensic League, as the state university leader of this group.

Tau Kappa Alpha had a good sized group at their meeting during the National Convention at Chicago. Dr. Wilson Paul of Denver University, National President, presided.

Prof. J. Garber Druschal has joined William Craig at Wooster College, Wooster, Ohio.

Dr. Judson Crandell is now head of the Department of Speech at Washington State, Pullman.

The University of Alabama has reorganized it's chapter, and with a new coach is now underway on its post war program. The chapter lost its pre-war coach, William Ray, who was killed in action on the European front.

DELTA SIGMA RHO NOTES

Brooks Quimby of Bates College has been elected president of the New England Speech Conference, and will be in charge of the program for the next meeting.

Whitman College, under the leadership of Lloyd R. Newcomer, has instituted two monthly broadcasts this year over the two Walla Walla Radio stations KUJ and KWWB. They are called the Theater of the Air and the Forum of the Air. Plans are being made to offer the programs bi-weekly.

Harold P. Zelko, who is now on leave from Pennsylvania State College, is special staff assistant in the training section, office of the chief of engineers, the War Department.

Prof. Geraldine Quinlan of Elmira College is secretary-treasurer of the New York State Debate Coach Conference, composed of fifteen colleges and universities of the state.

Edward P. Dunn and Norman J. Temple of Bates College, who made the trip to England last fall (see our Dec. issue P. 223) have written up their trip in the January 1947 issue of the Gavel of Delta Sigma Rho.

Professor John H. Frizzell, who has been chairman of the Department of Speech at Pennsylvania State College for nearly 45 years is retiring. State College has just employed two of its former debater and graduates to join its Staff in Speech as instructors. They are Grace Goodlin Williams (Mrs. Jack Williams) and Joan Huber Rytina (Mrs. Anthony Rytina.)

Dr. Wallace A. Bacon, former debater at Albion

College, is gaining considerable acclaim as a playright, with his five plays "The Mad Byrons," "Strange Lotus," "To Sleep Before Evening," "The Bean and the Cod," and "Savanarola."

Whitman College and Bates College are planning a fifteen minute radio debate of a transcontinental type.

Washington University is entering the Missouri Valley Tournament at Arkansas University this year. Pacific Coast Debate Circles would be glad to welcome Washington back to competition after its long years of devotion to Symposium Discussion.

Penn. State College has begun an extensive season of debate for both its men and women squads this year, and has already debated four different subjects: The National High School and College subjects, and conciliation of Soviet Russia and Women should participate more fully in public life.

The College of Wooster is planning a tour to Mary Washington College, Virginia, to the big tournament to be held there, and the men's teams plan a tour into the New York City area in addition to attending the local tournaments.

Now that Jeffrey J. Auer is back at Oberlin after his Naval duties and six months at Wisconsin University finishing his graduate work, speech activities are picking up. The local meets will be entered in the spring semester and the Delta Sigma Rho Congress attended, and by next fall Oberlin will be going at a normal pace.

Pennsylvania plans about sixty debates this year and trips to Wisconsin, Georgia, West Point, and New York. An even larger and more varied schedule is planned for next year.

On December 11 the University of Oklahoma and the University of Texas joined in a forum at Norman, Oklahoma on the question: Should intercollegiate athletics be given a professional status? Oklahoma participated in the University of Iowa Conference at Iowa City December 6 and 7.At the Ada, Oklahoma Tournament, also on December 6-7, a University Mixed Team, Charles Prentiss and Betty Massman, won first place in the combined men and women's division and Hugh Ben LaRue and Dean Emery, won second place in senior's men's debate.

Northwestern University has been carrying on an extensive early season debate program this year. They attended the Debate Tournament at University of Minnesota, and the Iowa University Meet at Iowa City, and have held a number of local debates including one with the University of Chicago.

Professor Hugo E. Hellman and his assistant, Joseph Schwartz, are putting their squad through the paces this season. On December 13, they held a practice tournament for Wisconsin colleges, including Ripon, Carroll, Mount Mary, Loyola, and Northwestern University, and the home squad. They plan to enter the Illinois State Tournament, the University of Nebraska Tournament, and the Delta Sigma Rho Congress in Chicago.

The Universities of Missouri and Iowa held a debate December 4, on the question: Resolved, that this house believes that war with Russia is highly probable within the present generation. The debate was cross-examination type. Iowa had the Affirmative and Missouri the Negative. Following the debate an open forum was held. The debate was transcribed and will be published in the University Debater's Annual next fall.

Missouri has attended the Iowa Conference Meet at Iowa City, and held a conference of its own on Dec. 13-14, at which time the Universities of Kansas and Missouri debated the Federal Medical Care question.

Iowa State Teachers was host to the Cedar-Valley Debate Tournament in December, an invitational meet for smaller colleges. State also held a shuttle meet with the University of Manitoba.

Colorado University held a Debate and Discussion Festival at Boulder on Novenber 21-23. Wyoming and Montana Colleges attended. A symposium-forum was held on "What should be the policy of the U.S. toward USSR?" The University will send representatives to The Colorado-Wyoming Legislative Assembly, January17-18; the Rocky Mountain Speech Conference in February 14-15; The D.S.R. Congress April 26-28, and will participate in several dual debates and discussion besides. Professor Thorel B. Fest is in charge of the program at the University of Colorado.

The University of Arizona will entertain the Pacific Forensic League April 1-3. Arizona debates with the Pacific Coast Colleges, and has already attended the Meet at Compton, California, in November and the West Coast Meet at San Jose, California at Thanksgiving time. James F. McNulty of Boston, Mass. a freshman at University of Arizona won third place and a cash prize of twenty dollars in the annual intercollegiate Peace Association contest. Prof. W. Arthur Cable is being assisted this year in speech contests by various members of the Speech staff, and George Byron Linn is acting as debate coach.

PI KAPPA DELTA NOTES

Secretary Finley announces the latest membership card in Pi Kap as 21,204. It went to Grace Wellborn, Texas Delta, Howard Payne College, Brownwood, Texas. The latest key, No. 13,925 went to Francine Merritt, Texas Theta, Hardin-Simmons, Abilene, Texas.

The National Founder of Pi Kappa Delta lost his key while fishing in Big Bear Lake, California, last summer, and is wondering if he dares to go to Bowling Green without a replacement. He was also unfortunate enough to lose his fraternity key at the same time. His only consolation was that he got a mess of fish.

Dr. Roy C. McCall of College of Pacific is developing a Speech Foundation at the Stockton institution to provide for his growing Speech Correction clinic. He is the main money raiser himself. He has just had his Book on Fundamentals of Speech (reviewed in this magazine recently) accepted by the Macmillan Co. for publication this fall.

Dr. Evelynn Kenesson and her two able assistants

Betty Ruth Krabill, president of the Bowling Green Chapter, and Glenna Smith, Student Woman Representative on the Pi Kappa Delta National Council, are doing an excellent job of getting ready for the coming convention. See their pictures and write-ups in this number.

The Mid-West Tournament at Kirksville, Mo. Dec. 6-7 introduced a new feature in the way of a contest in original poetry, the winner receiving a set of bookends given by Ted Malone. Ervin Stirton of Park College, won with a poem caled "Disenchantment". Second place went to Polly Griffith of Augustana College with a poem called "Clouds."

Prof. Cunera van Emerik, coach at Central College, Pella, Iowa reports thirty debaters on the Central Campus this year. Central will also sponsor a tournament! John Randolph is back at Westminster College, also P. Caspar Harvey at William Jewell, Liberty.

Edward S. Betz, is now Dean of Men at the College of Pacific. He is still debate coach but has given up his Speech classes.

Charles Guss, former debater at Pasadena College is now on the Speech staff at College of Pacific, Stockton, California.

Robert E. Burns, California Delta, 1931, has recently been elected president of College of Pacific, his Alma Mater. Former President Tully Knowles, is now Chancellor of the College. Pacific is the oldest liberal arts college in California.

Prof. Theodore Lavander, coach of oratory, was convocation speaker at the homecoming program of his Alma Mater, Gustavus Adolphus College.

Dr. J. Dale Welsch, former director of Speech activities at Coe College is now president of Mississippi State College For Women at Columbus.

Dr. L. Avery Fleming, former debate coach at McPherson College, Kansas, has been advanced to Dean.

Illness has driven Dean LeRoy Allen of Southwestern College, Winfield, Kansas, to give up the active work in debate and forensic activities which he has fostered and cherished for so many years.

Prof. West Hill is the new coach of debate at Centre College, Kentucky. He is a graduate and former debater at Georgetown College, Kentucky. He served during the war as an officer in the 5th Division of General Patton's 3rd Army. He was wounded in action, but has regained his old pep and drive.

Roy D. Murphy, the optimist who built a debate squad during the war years has 58 out for debate this season. His good humored appraisal of the job and how it was done, was greatly appreciated at the debate section of the National Convention at Chicago.

Dr. Eugene C. Chenoweth, whose article on Discussion appeared in our last issue, is the new coach of forensics at Indiana University. He recently left the Central State College of Michigan for his new position where he was a member of Pi Kappa Delta.

The Missouri Iota chapter as Southeast Missouri State College, Cape Girardeau owns its own automobile. After giving it a fair rest during the war, it has been dragged out into the limelight, overhauled and made ready for debate trips and the National Convention. Good work, Dean Rose!

Lt. (j. g.) David M. Grant, former coach at Hastings, Nebraska, has heen convalescing at the naval hospital near Corona, California. He hopes soon to get back into active speech work.

John A. Smith, former debater at Otterbein, College, Westerville, Ohio, has returned from war activity to coach his Alma Mater in debate and teach German.

Prof. Burke of the English Department has taken over Dana Hopkins old job of coaching debate at Heidelberg. Dr. Hopkins is now president of Defiance College but he still loves Speech activities enough to write the article on the Forum in our last issue and plans to be at the National Convention at Bowling Green.

Here is a unique way to make the money to get to the National Convention! The Oklahoma Eta Chapter at Ada, Okla, under the direction of D. J. Nabors sponsored a Football Queen Contest. Any campus organization could nominate a candidate. Each cent deposited in a candidate's box counted as one vote. There were 32,000 votes for the winner, Bettie Ward, and $559.52 was realized in cash. Half of this amount was given to the Memorial Building Fund. After expenses were met the remainder was divided between the Lettermen's Club and Pi Kappa Delta.

Representative Karl E. Mundt still maintains his interest in Speech, being unable to turn his back upon his days as debate coach at Madison, So. Dakota. He is still active as head of the NFL, and attended the Convention of the Speech Association of America at Chicago during the Christmas holidays.

Miss Emogene Emory is leading the Baylor Belles again and when the Belles get going the old Baylor bell rings out the victories.

Charlie Battin, old Ottawa Debater, and coach at College of Puget Sound, has the pleasure this season of having his very capable little daughter on his debate squad. Her name is Yvonne Marie and she made a powerful reputation in high school forensic activities.

There was a large delegation of Pi Kappa Delta coaches at the National Convention at Chicago this year, perhaps the largest group that has ever turned out at the National, and it was the largest National in history also.

Maud Webster, who formerly guided the forensic fortunes of the Texas Teachers at Commerce, had an idea she was going to retire. However, it didn't last. The teacher shortage found her out in the person of one Secretary G. W. Finley, who recommended her to the chapter at River Falls, Wisconsin, and now Miss Webster is back on the old debate and Speech job again. When we saw her at the National Convention she was just as happy and spry, and vivacious as ever.

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In an editorial in the January Forensic, Editor Westfall recalls the service flag presented to Pi Kappa Delta by the University of Redlands chapter, sewed by Mrs. E.R. Nichols and her mother, Mrs. J.L. Stubbs, at the second National Convention held at Ottawa University, Kansas, in 1918 and demobilized by John R. MacArthur, President of Pi Kappa Delta at Morningside College at the Third Convention March 31, 1920, assisted by Fred D. Flagg, Jr. now Dean of Northwestern University at Evanston, Illinois. President Martin Holcomb plans a Memorial Service at the coming Convention at Bowling Green for the Gold Star Members of World War II.

There will be a Student Stunt Night at the Bowling Green Convention, which, if it surpasses previous pre-war Stunt Nights at the Convention will have to be good.

Lt. E.R. Nichols Jr. USNR of Silver Spring, Maryland, and wife, Marian, are the proud parents of "the greatest girl in the world" Marina Louise, who arrived on New Year's Day. The event has made quite a stir around the publication office of this magazine. It's hard to find one's way around the library between Mss. for the next issue and baby clothes destined for Silver Spring. By the way, so far Marina Louise has displayed a lusty voice and has won all arguments.

JIMMIE CLIPSHEARS, HIS CORNER

I have been trying for a year to break back into this magazine, but the boss has gone so high hat since its been in print that I haven't had a chance.

Our boss has sure aged fast since the last issue. If you don't beileve it, take a look at his picture in the last issue and in this one. But heck, he's a grandfather now and has to look the part.

Everytime I get something real good, the boss says to Tom or Val, kill it—throw it in the hell-box. I get plumb discouraged.

Emerson says: Most of the shadows of this life are caused by standing in your own sunshine.

There was an old woman who lived in a shoe
So the shortage of houses is nothing new.

F.—Where is the capital of the United States?
Junior—It's scattered all over the world.

Why did Diogenes take his lantern and go home?
He met a debater who admitted that he had lost.

It's pretty hard to win the peace when nobody knows where it it is.

Big responsibilities scare away little men.

Andrew Carnegie was once asked by a reporter which he considered most important in industry, labor, capital, or management? Mr. Carnegie replied: "Which is the most important leg of a three-legged stool?"